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ABSTRACT

The state of the art of an educational entity which has served America since the early 18th century is presented in this study, which describes the origins and characteristics of the independent private or proprietary schools in Illinois. The word "industry" is used for these schools because they constitute a profit-seeking, tax-paying business which prospers or declines in proportion to achievement as with any business in the free enterprise system. The majority of such schools are occupationally oriented with courses designed to prepare students for job entry in some special phase of the world of work. The primary operational activities of these schools are resident, home study, and extension. The various kinds of independent private schools and the principal courses taught by them are described for areas of specialization in business, trade and technical, art, allied health services, self improvement, home study, barber and cosmetology, truck driving and heavy equipment operation, and aviation. Further development of the educational area and additional study needs are suggested. The study concludes with a directory of the various categories of approved and licensed independent private schools in Illinois. (MF)

ED 078161

# A State of the Art Study
# on the
# INDEPENDENT PRIVATE SCHOOL INDUSTRY
# in the
# State of Illinois

H. H. Katz

*Investing in People*

STATE OF ILLINOIS
**ADVISORY COUNCIL**
**ON VOCATIONAL EDUCATION**

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# A
# State of the Art Study on the INDEPENDENT PRIVATE SCHOOL INDUSTRY in the State of Illinois

by

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## Foundation Thoughts

### Introduction

I know that busy people want to find a way to quickly summarize required reading material. Pressed for time they glance at an introduction or preface, skim through the body of the paper, study a chart or diagram here and there, and look for a summation near the end of the work.

To avoid such treatment of this study, I have given the introduction another, and hopefully more descriptive, name. I have avoided the esoteric formality of academic presentations, including my personal views but amply supporting them with facts, statistics and figures. The summary section is also more than a condensation of what is contained in the body of the text: it additionally implies recommendations for future directions in this art. Hopefully, this approach will make the material more interesting and digestible.

### How This Study Originated

In July, 1972, the State of Illinois Advisory Council on Vocational Education asked the writer to present before it a short paper on the Private Vocational and Technical School Involvement in Vocational Education in Illinois. The Council is a State appointed body of some 35 members which includes within its responsibilities the task of helping to establish state policy and direction on vocational education through liaison with the Governor and State Legislature Members. Many Illinois private schools also attended this meeting. The presentation of the paper was followed by a question, answer and discussion period which did much to provide the first meaningful dialog between Illinois private schools and this important advisory branch of governmental education. The resulting degree of interest was demonstrated by the voluntary requests for almost a thousand copies of the notes summarizing the presentation. The interface of the private school industry with various branches of our state government was recognized by national and other state groups, many of whom are looking to Illinois' continued interest and direction.

It soon became apparent that a more significant, complete and formal study should be made. Plans for a follow-up study required completion in eight weeks. The writer, like so many other specialists practicing in a loosely confederated industrial educational community, underestimated the *total* scope of private school participation in the State. He soon learned that information related to the state of the art was developed fragmentarily by both the specialist private schools as well as by the various governmental agencies which regulated them.

Other factors further compounded his problem. Private school administrators were mainly knowledgeable about their own relatively narrow areas of specialization and considered the total industry, despite its common philosophy and purpose, to be organized in separate, specialized small regional and national organizations. Segmentation was further evident in the existence of separate governmental licensing and certification agencies, and national associations with individual accreditation systems and affiliations.

This is not to suggest that owners, administrators, directors and managers of private schools did not wish to offer purposeful contributions to the writer. The fact was that the system did not provide the professionalism or funds necessary to provide significant research. Until recently, in fact, there did not exist the facility to publish, disseminate and coordinate research data. Also, the industry, as in the early (and effective) Guild Apprenticeship Committees, is profit oriented and considers valuable developments and innovations private matters which should be kept secret. Whether or not this attitude is archaic, the record of the state of the art of private schools concerned in this study are still less than any of its counterparts. Contributing still further to the writer's difficulties was the fact that very little has been written on the subject, and then by scholars and researchers usually not practioners of the art.

When the writer recognized the necessity of much in-depth probing, he requested more time. His deadline was extended two weeks. Thus, he had to complete the study in ten weeks, while managing everyday responsibilities as a consultant and school director.

Nevertheless, he hopes that he has made a contribution to this and that soon industry-government funding will make possible a continuously scheduled research and development area.

## The Present State of the Art

The private school industry in America is at least 234 years old in a country which has yet to celebrate its 200th anniversary. Yet, in the judgment of the writer, the state of the art of the industry rests only on a few significant works.

The first comprehensive study of private schools in America was made by Harold F. Clark and Harold S. Sloan in their work **Classrooms on Main Street** (New York: Teachers College Press, 1966). Drs. Clark and Sloan, for the first time, established the private "specialty" school as a third category of American Education. Moreover, their work did much to help identify the so-called specialty school as an "American phenomena."

The authors embraced *all* kinds and types of schools in the general category of *specialty schools:* Profit-oriented vocational, business and self-improvement; union-sponsored programs in all phases of apprenticeship, self-improvement, supervisory upgrading, etc.; company and industrial employee improvement, trainee orientation, etc.; government programs designed for all branches and levels of civil service introduction and development; military-sponsored programs in manifold categories, and a host of leisure time educational and training activities.

Thus, in 1964, Drs. Clark and Sloan estimated that specialty school numbered over 35,000—greater than the total number of public and private secondary schools, colleges and universities. Student enrollment was approximated to exceed 5,000,000 enrollments.

The independent private school industry will always owe a special debt to Clark and Sloan for their missionary effort.

A second important work which has become a classic reference on the private business school was written by Dr. Jay W. Miller in collaboration with Dr. William J. Hamilton: **The Independent Business School in American Education** (New York: Gregg Division, McGraw-Hill Book Co., 1964).

While this book only specializes on the business school, it does provide many of the basic denominators common to all independent private schools. We are especially indebted to Drs. Miller and Hamilton for their wise inclusion of *Independent* in their study of Private Business schools. Use of this term offers an important differentiation from the conventional private school.

A most welcome addition to the state of the art is the valuable **Correspondence Study: A Summary Review of the Research and Development Literature,** by David E. Mathieson, published by the National Home Study Council, Washington, D.C., 1971, in cooperation with ERIC: Clearinghouse on Adult Education. This scholarly work covers summations on the following important aspects of correspondence study: Historical Backgrounds, Andragogy in Correspondence Study, Research on Achievement and Completion Behavior and Trends of the Past Decade.

The last important contribution is **Private Vocational Schools and Their Students: Limited Objectives, Unlimited Opportunities,** by A. Harvey Belitsky, the W. E. Upjohn Institute for Employment Research (Cambridge, Mass., Schenkman Publishing Co., Inc., 1969).

Dr. Belitsky's book has become a classic reference source for those private vocational schools offering vocational training. His study includes some 7,000 schools with an approximate student population of 1,500,000 students. Belitsky divides his vocationally-oriented schools into four general occupational categories: Trade-Technical, Business, Cosmetology and Barbering. Primary emphasis is placed on the Trade and Technical sector.

Thus, the following studies constitute the primary studies of private schools:

1) *Classrooms on Main Street,* which covers the total specialty field of education;

2) *The Independent Business School in American Education,* which discusses the independent American Business School;

3) *Correspondence Study,* which investigates Research and Development in the Home Study Schools;

4) *Private Vocational Schools,* which discusses the job-oriented schools, with special emphasis on the trade and technical schools.

**Basic Semantics**

Two factors became immediately apparent early in this study: first, the subject "private schools" apparently involved no single group and had no class identification; and, second, individual types of schools separated themselves historically and functionally from the total group, assuming their own identifications.

Originally, as in many instances at present, the subject schools were called *proprietary,* because they were originally operated by single owners or profit-seeking proprietors, as any small business. And for over a generation, I have often heard some collegues comment on the uncomfortable semantic association of cobblers and grocer proprietors. I personally felt a maverick dignity tied to proprietaryship, for it represented one of the bulwarks of the free enterprise system. At various times for some fifteen years, I enjoyed the position as proprietor of a trade and technical school. Selling special education and training, motivating and counseling clients, meeting payrolls and the like prepresented a meaningful public service not less dignified than law, medicine, engineering and certainly not less important than commercial services rendered by purveyors of food, medicine, clothing, and the like.

Today, the vast majority of private, profit-seeking schools are not operated by single owners. In fact, over 85 percent of all private schools are corporations and, during the past decade, some of the largest American corporations have elected to actively participate in the private school *business.* Thus most of the larger schools in Illinois (as well as in the nation) are active, profit-seeking subsidiaries of well-known, publicly-held corporations, including Ryder Systems, Inc.; Bell and Howell; Minneapolis-Honeywell; the International Telephone and Telegraph; the Crow-Collier Corporation; the Radio Corporation of America; Montgomery Ward Corporation; the Life of Virginia Insurance Corporation. Since the schools under these organizational structures also represented well over 90 percent of the student population in private schools, the word *proprietary* is principally meaningful in that it represents the origin, rather than the true composition of the private school business.

The word *private*, often applied to the nature of schools in this study, is again misleading. A great number of private schools (as compared with public schools) are tax-exempt, non-profit, supported by endowment, grants, and gifts, and are very similar in function and operation to the common public tax-supported educational systems.

Later in this study American education will be divided into three principal groups: the public tax-supported systems; the private, tax free non-profit, endowed (or non-tuition supported) counterparts to the public system; and those institutions which comprise the independent private school industry.

It is the latter group which concerns the subject of the study. The group has been called by various names—proprietary schools, private schools, private vocational schools, private business schools, vocational trade and technical schools, home study schools, correspondence institutions, and so on.

Actually, the schools in the context of this study have several common denominators:

1) They are almost totally profit seeking;
2) They are all private in that they are not tax supported and subject to the governmental systems related to public systems;

3) While they are *private*, they are subject to the payment of taxes on generated profits and are not privileged to other financial and procurement benefits enjoyed by totally tax-supported public or conventional private schools. In this respect they are *independent* private schools;

4) Often, the term *vocational* has been applied to private schools. Actually, the majority of private schools are *occupationally oriented* with courses designed to prepare a student for job entry in some special phase of

the world of work: in a concept suggestive of spanning two points by the shortest distance. Thus most *vocational* schools are *occupational* schools. But the word vocational, by long usage (or misuse), has often been used to suggest a relatively low manually-acquired skill—one requiring lesser disciplines. If this *indeed* be the case, then *vocational* should *not* be used (in contradistinction to its true meaning) as a counterpart to *occupational*.

When the word *vocational* is attached to many private schools, or is used as a coverall term for all trade, technical, art, business and other schools, it does not present an honest designation. The word vocational has by sanction of long usage meant "working with the hands" rather than "with the brain and hands." In fact, one segment of the independent private school industry, at least in Illinois, has so resented implication to a "vocational" designation that it helped to generate a separation between *business* from *vocational*. Thus, as shown later in this study, the first regulatory act administered by the Illinois Office of the Superintendent of Public Instruction was directed separately to business schools. Later, when other schools were included (regardless of their specialty), the Act was changed to read "*Business and Vocational Schools.*"

If the idea of vocationally-oriented identification is used in connection with the independent private school industry, the word vocational should be substituted with *occupational*.

In any event, the highly demanding skills, knowledge and disciplines of many trades, technical, art and semi-professional careers taught by the independent private schools leaves little or no room for overall *vocational* designation.

5) The independent private school also differs considerably in philosophical, functional and operational aspects from the conventional school systems. It is simply a profit-seeking business which, under the constitutional principles of a government based on the

> free enterprise system, finds justification for being; and under the same principles will rise, fall, prosper, decline, participate in reward or suffer in proportion to its degree of meaningful public contribution and achievement.
>
> For this reason, it should be called an *industry*. But not in the sense that it is a primary competitor to the *conventional* systems. As noted in various places in this study, the very origin, historical development and significant contributions to the citizenry has been based on the fact that the main purpose of this industry has been to supplement, to fill the voids and supply special services not generally relegated to conventional educational systems. The writer has often projected the continued growth and influence of the independent private school industry on its special independent educational mission.

For the reasons noted above, I have taken the liberty to coin a single identification to all of the schools under study. Someday, reference will be necessary to designate an entire, uniquely American segment of education: *The Independent Private School Industry*.

This study refers to *all* of the licensed independent private schools in Illinois. It does not include that important branch of the industry which relates to the research, design, preparation, testing and marketing of software and hardware systems, aids, devices, etc.

**Industry in Education**

I have used the word *industry* in the definition of the subject of this study with the hope that the term will gradually be generally accepted by both public and private groups. Nevertheless, after some 30 years in this industry, I am sure to expect much inertia from the many members of the independent private schools. These schools have felt the bitterly pungent denunciation of "profit mongers" in education by powerful members of conventional education. Often, the feeling has been demonstrated, if not openly expressed, to surreptitiously exclude the idea of industry (or profit) from industry identification. It should be remembered, however, that no industry with hope of continuity operates otherwise.

A point of maturity has been reached. It has become a point of prestige and pragmatic advantage to see under a school name (as in advertising material) that the institution is a branch of Bell and Howell, International Telephone and Telegraph, Ryder Systems, Inc., and so forth. Perhaps a more important reason for this association is the fact that the American prerogative is to choose educational direction by whatever method the citizen desires, and if the ingenuity of an *industry* can do a quality training job at a minimum of time—this whole idea of the independent private school industry should be accepted and encouraged by those who have the least vested, personal interest—the citizenry.

Lloyd H. Elliott, president of George Washington University, in the Congressional Record of August 12, 1970 (Volume 116, No. 139) was quoted as saying:

> The president of George Washington University is convinced that this country's education is bogged down in "too much bureaucratic red tape, too much homogeneity." He believes that education for the poor and the affluent alike "would be spurred along if our society could bring greater competition into the educational mainstream by encouraging profit-making educational ventures."
> . . . Accountability for the results of education (or miseducation) is opened to public view through removal of bureaucratic red tape and professional camouflage.
>
> . . . Opportunities are provided for education to benefit from the competitive marketplace of private enterprise as well as from public service.

## Basic Purposes of Study

This study hopes to answer several of the imporant questions generated by the information presented in the first informal presentation on **Private Vocational and Technical Schools Involvement in Vocational Education in Illinois** delivered by the author in July, 1972.

Most of the questions and specific points of interest have been answered and addressed in the general body of the study.

Essentially the study includes the following subjects related to the Independent Private School Industry in Illinois.

1) Origins, purposes, philosophies, background, history, contributions, advantages and disadvantages.
2) Local, regional and national organizations: industry and governmental (regulatory).
3) Differences with conventional educational systems.
4) Essential non-competitive educational systems.
5) Operational methods: resident, home-study and extension activities.
6) Main categories and groups of schools within the industry: occupational, avocational.
7) Principal courses taught in each main and sub-category.
8) Organization, operation and management.
9) Composition of student bodies.
10) Regulations, licensing, certification and accreditations.
11) Advantages and disadvantages.
12) Financial Assessments.
13) A summary with recommendations for future development.
14) Directories of all licensed and certified schools in Illinois.

## Acknowledgements

This project was made possible through the coordination and direction of Mr. Robert Gray, Research Director of the State of Illinois Advisory Council on Vocational Education.

Mr. Gray is personally responsible for much of the design, composition, and structure of this work. His personal dedication, interest and efforts have made possible this state of the art study on the Independent Private School Industry in the State of Illinois.

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The state of this art is still largely unrecorded and unexplored, and the lengthy list of acknowledgements is far from complete. Those members of the Independent Private School Industry who are not acknowledged, but who assisted in the compilation of this study, will, I am sure, appreciate their participation by the following statement made by Representative Gerald R. Ford (**Congressional Record**: August 12, 1970: Volume 116, No. 139).

> It was former Health-Education-and-Welfare Secretary John W. Gardner who said: "The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.

I think one theory that will hold water is that private trade and technical schools are helping us approach excellence in education and make progress toward our national goal of equality of educational opportunity.

SECTION I

# The Independent Private School

## History and Development: The Emergence of The Independent Private School

The ancient languages called a specific kind of work a trade. The Talmud, a compilation of Jewish civil and canonical law and commentary, distinguishes common labor from a kind of specialized skill called a *trade*. The Talmud emphasizes an ancient admonition:

> "He who teaches his son no trade is as if he taught him to steal."

Thus the concept of trade training is fundamental to Judaic-Christian philosophy and clearly places the responsibility of trade training of the young son on the shoulders of the father. The tradition of in-the-family training, passed from father to son and developed into a tangential form of apprenticeship which existed until recently.

The number of specialized skills, or trades, however, increased greatly with the passing of time; and many trades became more complex, often necessitating the creation of skill and work subdivisions within main areas of trade specialization.

As centuries passed, work or vocational skills were classified into broad *trade*, *technical* and *professional* categories. The areas often crossed and overlapped so that it was difficult to make sharp lines of demarkation. This condition still prevails as trade, technical and professional vocations are viewed from various frames of reference.

Generally, and particularly in the view of those professionally engaged in vocational education, a trade is considered as an occupation requiring manual, electro and/or mechanical skill and training or a craft wherein only skilled workers are employed. Trades are considered to require a less theoretical and more practical knowledge and skill than technical and professional occupations. Although the trend is declining, skilled tradesmen are not included as members of the intelligentsia of a society. It is assumed that they are not trained or prepared on a broad cultural base, and that they are members of the lower to middle socio-economic level. However, some trades have increased greatly in complexity, importance and demand. And economists frequently relate the eminent, if not current, socio-economic equalization of many tradesmen to some of the traditionally prestigious professionals: a condition created by the common law of supply and demand in a free enterprise society.

A technical occupation is generally considered to be one which bridges the vocational gap between a tradesman and a professional. Here, technicians are expected to develop a higher theoretical knowledge than the skilled tradesman, particularly in the physical, engineering and mathematical sciences.

Often technicians are those who directly or indirectly support scientists and engineers in designing, developing, producing, maintaining and servicing machines, systems and materials.

Technical training generally requires a longer period of time than that of trade training. In the private school industry, trade training programs are generally designed to develop job entry qualifications after 26 to 52 weeks: technician programs often require between 78 and 104 weeks to prepare the student for job entry.

Professional occupations are generally considered to fall into a vocation requiring highly specialized knowledge and skills only acquired after long and intensive preparation—at least twice the length of programs designed for technicians.

The word *vocation* has been applied to trade, technical and professional occupations as a citizen's special and personal participation in the world of work. The term *vocationally oriented* is technically and perhaps correctly interchangeable with *occupationally* oriented. *Vocational Education* should, then, refer to *Occupational Education* regardless of the class or level of occupation. However, by sanction of long public school usage the term has been given a restricted, and perhaps erroneous application.

We have mentioned trade, technical and professional occupations. In almost every case, personnel engaged in vocational education and training relate these levels and classifications to their specific area of involvement.

Thus the electronics educator may think of the Radio-TV Repair *Tradesman*, the Computer Servicing *Technician*, and the Solid State *Professional Engineer*.

The mechanical engineering educator may think of the tracer or detailer as a *tradesman*, the layout draftsman as a *technician*, and the design engineer as a *professional*.

The business educator may think of the typist as a *tradesman*, the administrative stenographer as a *technician*, and the business administrator as a *professional*.

The fields of Health, Agriculture, Chemistry, etc., find similar occupational divisions.

All vocational training was originally trade oriented; the subject was selected for and taught to the son by the father. Later, tribal or ruler decree played a role in trade selection; restrictions of religion and social class also were factors in determining training for specific occupations. Thus for generations large numbers of men, regardless of their natural potentials or personal propensities, became farmers, laborers, soldiers, merchants, and so on. For centuries entire nations of people were restricted from the practice of certain vocations or parts of vocations. For example, many Semitic peoples never demonstrated skill as painters or sculptors since their religion prohibited representation of the human or animal form.

In the evolution of manpower development, some men learned that nature's random distribution of capabilities, talents, intelligence and inclinations had little regard for race, creed, or socio-economic levels. Father-son potentials could even be diametrically opposite.

Of equal significance, the father might prove to be an excellent practitioner of his craft, but, at the same time, a poor instructor.

Also, as trades became more numerous, not all masters had capable sons, or sons at all, to carry on the family tradition.

The admixture of natural occupational diversity in all men and the complexity and numbers of trades were two of several factors which led to the development of formal apprenticeship training. The father sometimes paid tuition and "loaned" his son to a specialist or tradesman-teacher for a period of time to work and learn a trade.

Apprenticeship systems often developed effective methods for teaching trade knowledge and work skills. As these systems developed, they provided some of the concept and form of early business, trade and subsequent technical schools; and in many respects they were profit-oriented—alloying instruction as a business and art to the free enterprise system. We have evidence of apprenticeship training systems beginning forty-five hundred years ago in ancient Egypt and continuing as a way of life through the Middle Ages. Such systems declined during the Industrial Revolution but found modified application in the modern world of work, particularly in the building trades, with the development of unions.

The apprenticeship system was an effective method of trade training, especially when the technology was, as in early times, primarily empirical and therefore did not lend itself readily to any other forms of instruction.

As the apprenticeship system grew, instruction became more institutionalized with the formation of Guilds or trade organizations in early Europe. During the classical period of the guild system, the individual masters or tradesmen found that organizational unity contributed to their individual and collective advantage.

The standards and systems for trade training developed by Guild committees were eventually elevated to meaningful levels and helped to produce skilled manpower of the highest caliber. However, many of the guilds gradually became protective devices to enhance the monopoly of masters, and apprenticeship became more and more a means of providing cheap labor. The system was also used as a vehicle to distract citizens from unrest caused by severe unemployment. Extended apprenticeship programs were often government sponsored in the 16th and 17th centuries as a substitute for municipal welfare. In this respect, the system became a convenient method of exploiting and regulating the poor.

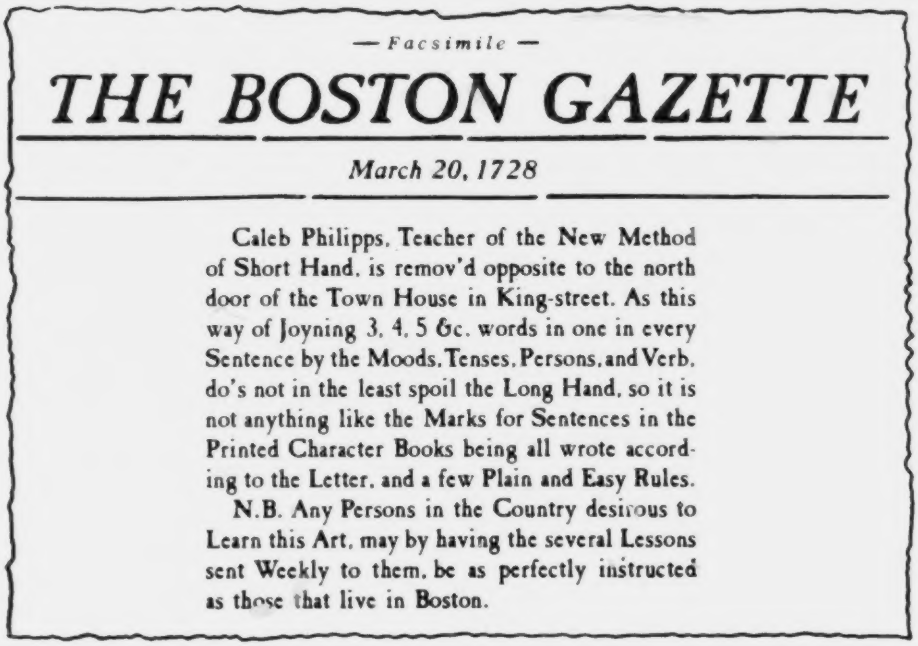
In the late 18th and early 19th centureis some European governments began to connect the development of trade and technical skilled manpower to economic productivity. Systems of education and training in the "middle" schools and in *trade schools* of the Continent, particularly in Germany and France, represented one of several attempts to help offset the disintegration of the apprentice system.

The idea of integrating vocational (trade) education and training in a high school level program is not new. In the 18th Century the encyclopedists projected this idea to help provide a new direction to buttress the failing traditional apprenticeship structure.

Nevertheless, apprenticeship and trade-training developments in Europe had little practical effect on the young industry and commerce of 18th Century America. As the vibrant economy expanded, a demand was created for specific "know-how" and practical knowledge in some specific occupational areas. If the law of supply and demand finds eventual demonstration in goods and services, then the demand for functional education and work skills becomes a negotiable commodity. Since the traditional sources could not supply the demand, training services and establishments were offered by private venture establishments.

Beginning early in the 18th Century, the first American private resident schools were conducted by "proprietary-masters" in their homes or business establishments. They advertised their services (much as any business entrepreneurs) as masters (teachers) in navigation, practical mathematics, surveying and business-oriented courses.

Perhaps the first American home study school began operations in Boston about March, 1728.



— Facsimile —

THE BOSTON GAZETTE

*March 20, 1728*

Caleb Philipps, Teacher of the New Method of Short Hand, is remov'd opposite to the north door of the Town House in King-street. As this way of Joyning 3, 4, 5 &c. words in one in every Sentence by the Moods, Tenses, Persons, and Verb, do's not in the least spoil the Long Hand, so it is not anything like the Marks for Sentences in the Printed Character Books being all wrote according to the Letter, and a few Plain and Easy Rules.

N.B. Any Persons in the Country desirous to Learn this Art, may by having the several Lessons sent Weekly to them, be as perfectly instructed as those that live in Boston.

FIGURE 1

Facsimile of March 20, 1728 advertisement in **The Boston Gazette**, indicating the first American attempt to introduce private school Home Study courses.

Today, approximately 5,000,000 American adults receive education and training through the method modestly introduced by Caleb Philipps 245 years ago. Over 1,500,000 students are enrolled in American private, job-oriented home study schools. Illinois, with 500,000 home study students, represents about one-third of the national enrollment.

Until recently, the date of the beginning of American correspondence education was thought to be 1856. Finding an earlier date of origin as related by Rexford W. Battenberg of Chicago's American School, indicates a man emotionally dedicated to his craft:

> It was the second meeting of an evening course in "The History and Philosophy of Education" at the Calumet Campus of Purdue University. The first two hours of Dr. Hillila's lecture had been most engrossing, we had just had a 10-minute coffee break, and he started off the final hour of class by reading some actual newspaper ads of small private schools of colonial days. He read the ad reproduced here and the last paragraph made my pulse quicken and I thought "I must have misunder stood him." By the time he finished commenting "This must surely have been the first correspondence course ever offered," I was planning this article.
>
> I had hoped to reproduce a photo of the actual ad, but it is not available at this time. I was able to authenticate the name of the paper, that wonderful date, and the wording of the ad. I also looked up the meaning of "N.B." which, for those who aren't familiar with it, means Nota Bene or "Note Well." I'm sure that when Mr. Caleb Philipps wrote that N.B. two hundred and forty-some years ago he had no idea how appropriate that "Note Well" would seem to persons involved in correspondence education today.

The principal functions of American independent private schools included resident, home study and extension activities. Each of these functions (with special reference to Illinois schools) is described later in this study.

Special subjects as "merchant accounts" became the nucleus of private school bookkeeping and accounting courses. These subjects later led to the establishment of America's resident business schools. The private business schools helped to supply young America's growing need for more formal business practices, systems and records in her expanding 19th Century economy. By the middle of the 19th Century, the business schools became the core and substance of the young private school industry. Illinois played a significant contributing role.

When the first key-shift typewriter entered the American business world in 1878, the private school industry, motivated by profit-seeking enterprise, quickly recognized the need for new typing skills and anticipated a new, extended use of shorthand. Here, a great and valuable (though not always acknowledged) service was rendered to American industry—long before the conventional educational system introduced similar training.

Dr. A. Harvey Belitsky of the W. E. Upjohn Institute for Employment Research reflects on the lack of acknowledgement of private school contributions:

> All of the above examples demonstrated that (1) some secondary schools are not providing adequate instruction for many of their students; and (2) private trade and technical schools are presumably willing to accept the challenge of redressing deficiencies in order to train these educationally "disadvantaged" persons for full time jobs. It is moreover noteworthy that some training projects financed by the Federal Government are "discovering" the ingredients that have been widely utilized with good results for several decades.
>
> Of course, the achievements of proprietary schools have remained unknown because they have been virtually ignored by academic educators and the U.S. Office of Education. In addition, the owners and administrators of the private schools are rarely scholars and there have therefore been only limited attempts to describe the schools' operations and complishments.*

In 1862, enactment of the Morrill Land Grant College Act reflected government recognition of vocational education. Thus a new opportunity for education and training designed to help prepare young men and women to participate more meaningfully in the world of work, was acknowledged as an important public

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*A. Harvey Belitsky, **Private Vocational Schools and Their Students: Limited Objectives, Unlimited Opportunities** (Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1969) pp. 76-77.

obligation. Through this Act, programs in the "mechanical arts" were to be taught along with agricultural programs on a college level.

About thirty years later, beginning in 1890, further industrial and public recognition of the country's economic needs in relationship to the development of skilled manpower encouraged the introduction of some vocational education in the public secondary school systems. Most historians agree that it required about thirty additional years to help bring about a somewhat more purposeful vocational base to the public educational systems.

Yet, by 1920, even the barest, minimal needs of industry and commerce were not met by the conventional educational structure, and severe contemporary criticism called public vocational instruction and systems weak and impractical, lacking in job orientation.

In 1917 the enactment of the Smith Hughes Vocational Training Act provided Federal funds, matched by state funds, to help promote vocational training as a necessary and permanent part of the American public school systems.

During the period (1862-1917) between the enactment of the Morril Land Grant College Act and the Smith Hughes Vocational Training Act, the private school industry provided the principal source of job-oriented education and training in business, trade and technical occupations.

It was during this period that the State of Illinois emerged as a young commercial and industrial giant. Some of the earliest (and continuing) American private schools were first founded in the central part of the State, and later in the growing city of Chicago. All of the continuing schools are included in the Directory Section of this study. Under the section of In-State Private Business, Vocational and Self-Improvement Schools, one of several schools founded in the 19th Century is listed:

Midstate College
238 Southwest Jefferson
Peoria, Illinois 61602
R. Dale Bunch, President
Resident Business

I am indebted to the present administration of that school for their assistance in helping to research its 116 year history.

The following short history of Midstate College helps to provide meaningful perspective to the educational development and proprietary changes of an Illinois independent private school from 1857 to 1973.

The history begins with the following announcement contained in the Peoria **Daily Transcript** of August 20, 1857:

> "Messrs. Davis and Tipton are now fitting up some comfortable rooms over Gregg's Store (33 Main Street) for their Commercial School which will commence for the season on Monday next (August 24, 1857) when pupils will be received. A thorough commercial course is contemplated, and there is no doubt of the competency of the gentlemen engaged in the business . . . Terms: For tuition, full course (time unlimited) including all departments of double entry bookkeeping, lectures and practical penmanship, invariable in advance $40.00; partial course $25.00."

On August 26, 1857, the paper stated:

> "This we believe is the first attempt that has been made to establish an institution of this kind in Peoria."

In October, 1865, the commercial school was re-established by Bryant, Stratton and Bell, owners of a national chain of forty business colleges, at 7 and 8 North Adams Street and 14 South Adams Street. The idea and practice of acquisition, franchise, and the concept of reproducing successful educational entities over a wide geographic area is not original to modern practice. Bryant, Stratton and Bell owned a wide, but closely controlled, network of forty schools over one hundred years ago.

A full page advertisement of the new school appeared in the October 19, 1865, issue of the Peorial **Daily Transcript:**

"The Peoria College was under the supervision of one of the proprietors, ,D. V. Bell, the founder of Bell's Commercial College at Chicago in 1851, late professor of commercial science in the University of Chicago and a businessman of over forty years experience, aided by a full corps of thoroughly qualified teachers in various departments."

About this same time another school was opened at 75 Main Street by Bartlett M. Worthington, Drederick W. Warner and Asa J. Cole under the name of Peoria Business College. The school of Bryant, Stratton and Bell was sold to Worthington, Warner and Cole in 1868, but later came under the control of A. J. Cole who held the school first at 15 and 17 South Adams Street and later moved to the old First Baptist Church on Hamilton Street opposite the Court House. Mr. Cole conducted the School until 1875. It was then sold to A. P. Parish, who operated the school until June 1, 1888, when it passed into the hands of Brown's Business College Company. George Washington Brown, another early leader of the private school industry, helped to solidify much of the original philosophy of colonial school proprietors. He also saw opportunity in the reproducibility of successful school entities in juxtaposition to favorable markets.

The Peoria **Daily Transcript** of May 26, 1888, stated:

> "On the first day of June next Parish's Business College of this city will pass into new hands. Principal G. W. Brown of Jacksonville (Illinois) Business College and others are the purchasers. The college is to be incorporated under the state law and will hereafter be conducted in connection with the Jacksonville Business College under the personal management of Principal Brown. Summer term will open June 4th, classes will be formed in shorthand (Pitman) typewriting, and penmanship courses."

On June 1, 1888, G. W. Brown of Parish's Business College commented to the local press:

> "The American Business College is a comparatively young institution and its life is not yet clearly defined, and it is for the future to determine what its field shall be. The man is yet living who started the first business college. I refer to Father R. M. Bartlett of Cincinnati—fired to action by the repulses he met in his attempts to get a place, he started the American Business College and today there are four hundred business colleges as a monument to his pluck and endeavor. About the same time Bartlett was wandering about the streets of

> Philadelphia, another boy was having a similar experience in New York and Cooper Union stands as a monument to the pluck of Peter Cooper."

Thus, we learn that at least some four hundred independent private business schools were operating in the United States in 1888. And Brown, acknowledging the youth of the industry, suggests the possibilities of further growth. He would have been pleased with these current estimates: there are over 1500 private business schools in America with a population of some 500,000 students. His own State of Illinois contains over 80 licensed business schools serving 24,900 students.

On January 10, 1913, the entire chain of Brown's Business Colleges, involving a consideration of $150,000, was sold to Harlan C. Read of Peoria and J. D. Peck of Davenport, Iowa. The sale was made by the former owner, G. W. Brown, and consisted of twenty-two institutions, four of which were in St. Louis, one in Peoria and others in Davenport, Bloomington, Rockford, Terre Haute, Cairo, Jacksonville, Decatur, Muscatine and other cities of the central west. Each of the twenty-two schools was valued at somewhat over $90,000.00 and the total sale about $2,000,000 when compared to today's money-value.

Brown's Business College was sold to D. J. Harvey in 1925. Mr. Harvey was owner and Principal of the school until June 1, 1937, when it passed into the ownership of M. M. Gallagher, President of the Gallagher School of Business, Kankakee, Illinois.

Miss Mary M. Gallagher, owner of the school, a graduate of Brown's Business College in Peoria in 1908, taught there for one year and then managed three of the Brown's Business Colleges in St. Louis. She resigned in 1913 to establish her own school in Kankakee on May 19, 1913. The school was operated under the name of the Gallagher School of Business.

It was the purpose of the new owner to continue the same policies in Peoria which Brown's Business College had followed for fifty years.

Contemporary school literature reflected the unchanged job orientation and placement philosophy of independent private schools:

> "a high-grade course of study . . . and after its students have completed their business training every assistance is given in placing them in positions where they can use the work for which they have prepared."

In 1945, the school was purchased from Mary Gallagher by the Rockford School of Business, Darlene Heller and Mr. Black, owners.

Mr. A. F. Beard became the Principal and manager of the school and continued in that capacity until 1960, when the school was purchased from the Rockford School of Business by Beard, his son Donald, and Arline H. Bunch. The name of the school was changed from Brown's School of Business to Midstate College of Commerce, approved and licensed as a private business school by the Office of the Superintendent of Public Instruction.

In 1966, Alfred B. Bunch and Arline H. Bunch purchased all of the interests of the Beard family. At this time, the trend of the school was changed and became a two-year college.

New courses were developed; and in 1970, the granting of the Associate in Business Degree was approved by the State of Illinois. At that time, the name of the school was changed to its present designation as Midstate College. The school has enlarged its quarters at the corner of Jefferson and Liberty Streets and continues to serve, grow and prosper.

Other continuing independent, private Illinois business schools founded in the later half of the 19th and beginning of the 20th centuries include: Bryant and Stratton College, Chicago (1856); Brown's Business College, Springfield (1864); Hardin Business College, Jacksonville (1866); Gem City Business College, Quincy (1870); Metropolitan Business College, Chicago (1873); Brown's Business College, Decatur (1884); Utlerback-Brown Business College, Danville (1885).

Trade and technical resident and home study schools soon followed and paralleled the development of business schools in Illinois. Some of these older continuing schools include: The Coyne Electrical Trade School (1899), the first specialty electrical school in America. The American School helped to initiate many modern concepts such as home study training (1897). It has now graduated over 2,000,000 students and processes over

3,000,000 individual home study examinations per year. The LaSalle Extension University innovated legal and accounting training for hundreds of thousands of citizens beginning in 1908, and represents one of the largest home study schools in the world. The Chicago Technical College (1904), Greer Technical Institute (1902), and the Worsham College of Mortuary Science (1911) are other representative Illinois independent resident private schools founded at the turn of the century.

## Private Trade Schools

### Philosophy and Function

The trade school structure in the United States, and specifically in Illinois, was fired by the spark of free enterprise and the peculiar relationship of the citizen to the system.

Not influenced by conflicting psychological theories regarding motivation, educational dogma, and established conventions of determining admission prerequisites, early private school masters empirically recognized the unequality of natural potentials and the diversity of interests and abilities in individuals who became their students. They learned to place a higher regard on the potential of intelligence than on developed educational prerequisites. The early independent private business and trade schools brushed aside traditionalism; and by appealing to intelligence rather than to acquired educational prerequisites, and to overdrawn, archaic apprenticeships, motivated men and women to enter the world of work through a new kind of organized, practical preparation: relatively short-term, concentrated job-oriented training.

The idea of trade education and training was advertised as a special art and science-related, but not as totally dependent on the skill of an individual, single master. Staff, system and flexibility of faculty would prepare men (and women) for employment immediately after training—industry was becoming impatient with prolonged learning on the job. American industry and commerce was expanding rapidly, and it appreciated job entry qualifications which promised a reasonable degree of productivity at the earliest time. The new trade schools also proposed to shorten the overtraining witnessed in several forms of trade apprenticeship.

There were two interesting reactions to the independent private vocational school.

The first was international. This American phenomenon, the concept of education as a business, conducted by profit-seeking proprietors or stockholders, was perhaps the most "foreign" characteristic of America. Equally strange to the foreigner was the apparent incongruity of aggressive, vital *advertising* programs designed to sell educational opportunities to the populace. The idea of giving expression to that kind of free choice which allows one the opportunity to prepare to meet job entry qualification in many vocations was an incisive departure from age-old traditionalism. Education and training were special components of staid ways of life with their own rigid, rather permanent disciplines. Essentially, people were expected to remain in the religious, political and socio-economic class of their parents: also most people were thought to be destined to specific, predetermined degrees and kinds of education and training and vocations related to that preparation. One was reluctant to openly advertise new directions and opportunities—particularly in a way that paralleled commercial methods.

This reaction was not only European. During a manpower and industry research study in Japan in 1960, the writer well remembers the total amazement of Japanese educators and industrialists (particularly the industrialists) to the American system of profit-oriented vocational educational systems. Today, private trade, technical, business and self-improvement concepts are gaining prominence in Japan, as well as in many other countries operating on the free enterprise system.

Of course, it would be mistaken to suppose that many Americans do not share, to one degree or another, the foreign, traditional point of view.

The second interesting reaction to the independent private school is the general lack of knowledge of industry. Often, what is known of industry is incorrect or distorted. In some respects misinformation and prejudice to industry is the result of the comparative low esteem attached to "vocational" education in general when compared with college preparation and the so-called professional objectives in the world of work.

A history of American education shows that there has always been a philosophical conflict between traditional and work or occupationally-oriented (vocational) education. This difference was kept alive and widened because many citizens had (and continue to have) the erroneous impression that most forms of trade, technical and business education are for poor achievers, students with low or barely average high school grades. An even more fundamental error is the belief that college and university preparation was reserved for citizens who were gifted with the highest mental and intellecutal potentials. Available evidence contradicts this view. A study of occupational successes seems to indicate that the chemistry of intelligence is as varied and inherent in each individual as are his fingerprints, that it is quite independent (though related) from formal education, and that a high degree of intelligence can make a tradesman more successful by common standards of measurement than a lesser intelligent, highly educated "professional." These factors were known to early members of the independent private school industry and became the basis for preparation of students to meet critical industrial and commercial needs.

Nevertheless, many academic battles in the conventional educational community were waged without sufficient understanding or appreciation for the technological and commercial changes caused by an expanding economy which demanded specialized training and offered unusual opportunities for trained men—especially trained, intelligent men.

These specialized needs, coupled with dynamic social changes, are still not adequately met by the public and private school systems. But the history of the private schools clearly shows that their very existence as profit-seeking entities depended on their ability to successfully "satisfy their customers"—by facilitating adequate preparation for job entry. The expression relating a *student* as a *customer* may be considered foreign in conventional education; but it serves as the very foundation for growth, and indeed for survival, of all profit-seeking, tax-paying businesses.

## A Philosophy of Independent Private Schools

An operational principal of many private schools is based on the concept of adjusting a program to the student and not the student to the program. This principle was realized empirically through the almost instinctive evolution of private school development. Private schools, from the earliest times, realized that the potentials of each individual were greatly varied and also that the academic and literacy development of many of the youth and adults who became their students was the result of inadequate education and training. Too often students with high potential have never had the proper training and motivation to develop these potentials. As indicated previously, students who generally enroll in independent private schools are often considered to be below college entrance standards—and low achievers.

Nevertheless, the very existence of a private school depends upon its ability to successfully prepare and train a student for employment. How, then, have the private schools been able to achieve successes with students who come to them as "poor achievers"? The answer to this question is particularly significant when consideration is given to the complexity of the disciplines required by many business, trade and technical courses.

The answer largely exists in a philosophy based on a concept sometimes referred to as the Law of Variation. This law presupposes that all individuals are endowed with separate and individual potentials *regardless* of socio-economic and cultural backgrounds.

Although private schools have not conducted socio-psychological formal studies, backed by sophisticated professional expertise, they have empirically learned that all individuals (including their prospective and active students) have profiles divided into six major factors: three determined by nature and three determined by man.

This study, for the first time, attempts to condense the main elements of the empirical independent private school philosophy which provides a primary base for student-institutional relationship.

In accordance with the Law of Variation, each of the potentials predetermined by nature and man are as different and unique in each individual as are his fingerprints. Only his rights as a citizen, as a principle, remain a constant and theoretically absolute potential. However, this, as any principle, becomes subject to the Law of Variation when reduced to practice.

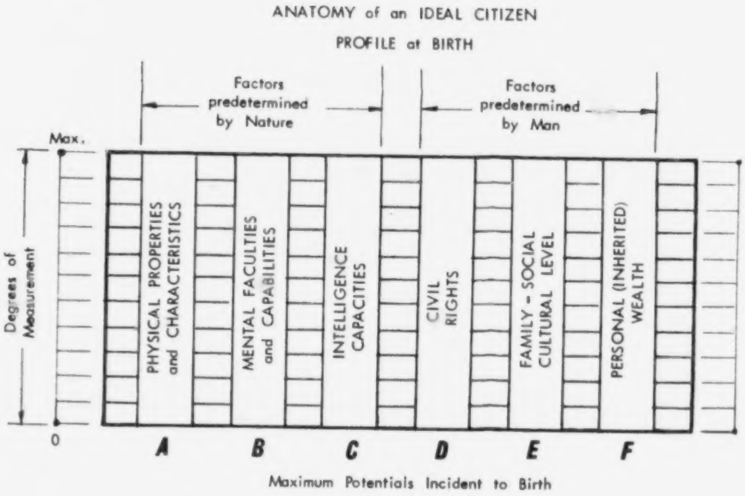
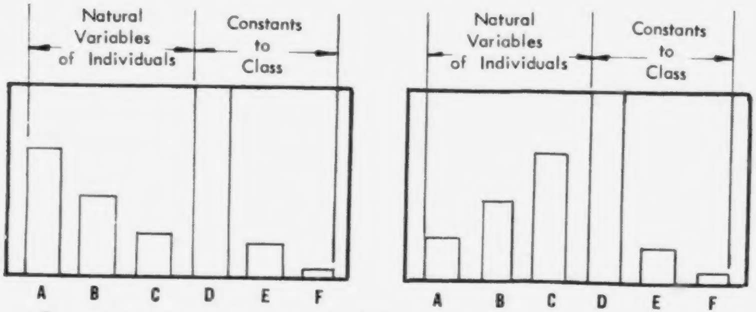

ANATOMY of an IDEAL CITIZEN
PROFILE at BIRTH
Factors predetermined by Nature
Factors predetermined by Man
Max.
Degrees of Measurement
0
PHYSICAL PROPERTIES and CHARACTERISTICS
MENTAL FACULTIES and CAPABILITIES
INTELLIGENCE CAPACITIES
CIVIL RIGHTS
FAMILY - SOCIAL CULTURAL LEVEL
PERSONAL (INHERITED) WEALTH
A
B
C
D
E
F
Maximum Potentials Incident to Birth

FIGURE 2

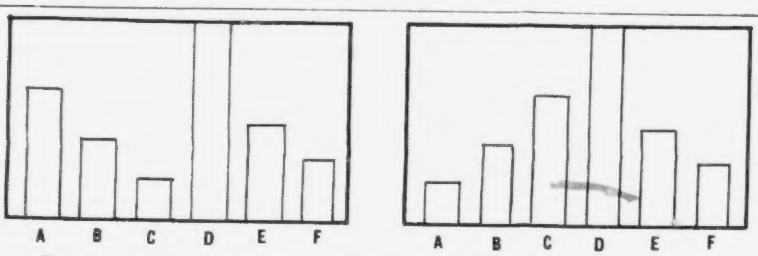
## Factors Predetermined by Nature

Figure 2 describes three potentials predetermined by nature. Each citizen is born with specific and individual physical properties and characteristics (A); mental faculties and capabilities (B); and intelligence capabilities (C).

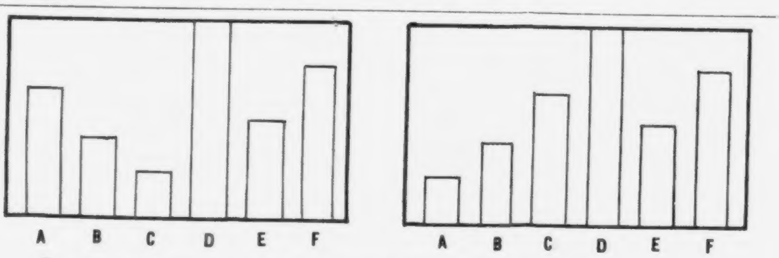
CONCEPTUAL RELATIONSHIPS of PROFILE RANGES in MAJOR CLASSES



1 Potential Ranges in Lower Economic-Social Class



2 Potential Ranges in Middle Economic-Social Class



3 Potential Ranges in Higher Economic-Social Class

FIGURE 3

A review of Figure 3 shows conceptual relationships of potential ranges in each of three major socio-economic classes: (1) Lower, (2) Middle, and (3) Higher.

The range of potentials are essentially the same and may be inversely proportional in each class. Thus, potential ranges of A, B., and C may be expected, in accordance to the law of averages, to be the same in *all* socio-economic levels of society since nature's random scheme provides no distinction or consideration to man-made structures. Of course, some men, in their efforts to ascertain divine right concepts, often contrive, with various degrees of success, to cause mutation in the natural scheme.

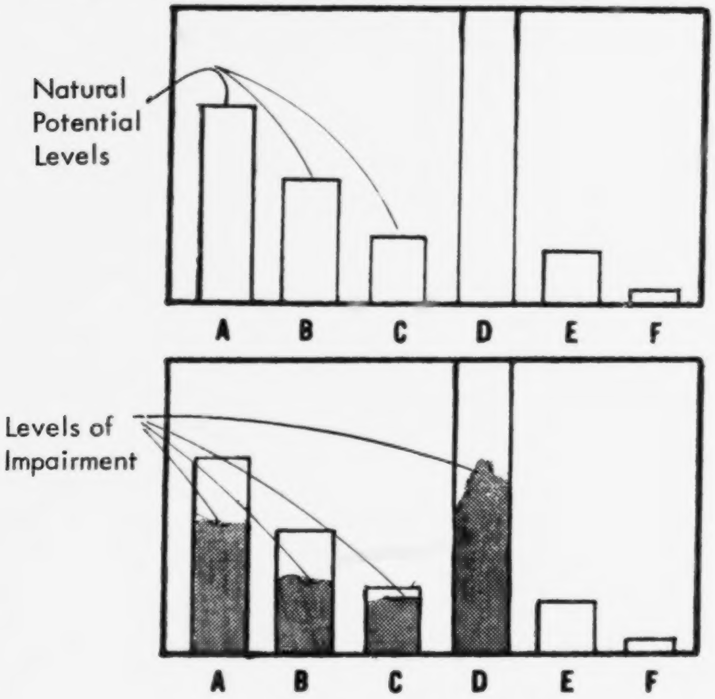
Of the three factors determined by nature, physical properties and characteristics (A) are obviously inherited. Here, we may say that the basic physical characteristics of the parents are transferred to their child within a tolerance zone of wide variation. It is within this range of variation that nature facilitates her random distribution of potentials.

Mental faculties and capabilities (B) may have genetic foundation, but even if this is the case, means of practical measurement hardly exist. For example, an illiterate disadvantaged citizen stemming from functionally illiterate disadvantaged parents and grandparents may be blood related to educated and tutored advantaged great grandparents. The great grandparents may have been responsible for contributions and works which demonstrated sharp mental keenness. Within the framework of the genetic theory, the general basic mental faculties of ancestors should be reproducible. Therefore, our present disadvantaged citizen described above, though illiterate, untutored and untrained, may appear mentally inferior by conventional testing methods: yet, he would, by the gentic theory, have inherited appreciable mental faculties.

Mental capabilities are difficult to measure when the subject is lacking in communicative and other basic skills due to subculture, socio-economic circumstances.

Dr. Betty J. Soldwedel, Director, Office of Program Development, Job Corps, in a paper directed to the Job Corps CCC Conference in June of 1972, stated:

"We in Job Corps program development do NOT make assumptions about negative learning potential. 'They are so educationally deprived that we can't make too much progress.' 'They don't have the interest to learn.' Rather, we make certain assumptions: (1) that we really have *no* measure, no idea what this young man's capacity for learning may be; (2) that positive stimulation—staff reinforcement of the concept that 'you have abilities you haven't begun to tap'—is essential throughout the informal and formal programs at a center; (3) that the young man or woman WILL be motivated to learn when HIS/HER needs are recognized and the training program is tailored to that single individual."



**Deleterious effects of Family-Cultural Social Level (E) and Personal (Inherited) Wealth (F) on natural Physical (A), Mental (B) and Intelligence (C) potentials of Lower Social-Economic Class.**

FIGURE 4

The genetic theory claims that main factors determining a child's mental development appear to be his or her genetic endowment. Some proponents of this theory, such as Dr. Ronald Wilson of the University of Louisville, further state that parents' attitudes and attempts to stimulate growth of a child's mind are less important than genetic endowment.

Dr. John Ertl, Director of the Center of Cybernetic Studies at the University of Ottawa, has developed a radically new method for testing mental capacity. The test is administered by a computer and takes only about three minutes to complete; it will work equally well for an illiterate, a new-born infant, or an established genius.

The technique utilizes a "neutral-efficiency analyzer" which consists of five basic parts: a helmet in which a pair of electrodes have been embedded to pick up brain waves, a device to amplify the waves, an oscilloscope on which the waves can be monitored visually, a flashing light to stimulate the brain, and a computer to analyze the efficiency with which the brain processes the light flashes.

Once the helmet is in place, with the electrodes resting painlessly on top of the head, the subject looks at the light, which flashes at random intervals of from one-half to 1 1/2 seconds.

The score expressed in thousands of a second, is the average time needed by the brain to respond in a particular way to each of roughly 200 light flashes. The lower the number, the better the performance.

Dr. Ertl is loath to call his technique another "intelligence test," preferring, instead, to call it an instrument for measuring the brain's ability to learn.

Dr. Ertl says "intelligence is a concept equivalent to truth and beauty. I don't really know what it is, but I do know what it is not. It's not the score on an I.Q. test, and it is not what our equipment measures."

Dr. Ertl's tests suggest that nature distributes mental capability in a random way without regard or concern for race, ethnic group, geographic location: the distribution is random throughout the earth.

Of the three factors determined by nature, the basic sizes, shape, color and textures of physical properties and characteristics (A) are inherited entities. Obviously, general physical characteristics of parents are transmitted to children within a range of variation and in conformance with nature's random distribution of potentials.

Mental faculties and capabilities (B) may have a genetic relationship between parents and offsprings: but, even if this were the case, means of meaningful measurement are difficult and impractical.

Mental potential needs tutorage, love and experience before it can be demonstrated and meaningfully evaluated. Dr. Ertl was appalled by the number of bright children who were falsely classified as merely "average" by conventional intelligence tests. His work, of course, has helped to convince parents, teachers, as well as the children themselves, that they do have the potentials for superior mental and intellectual performance.

The new tests could have profound impact on the racial and cultural components of the conventional I.Q. testing controversy. Preliminary studies have already given evidence that the 15 points by which blacks and other minorities usually fall behind are wholly the product of cultural bias built into the conventional tests. Dr. Ertl and his associates tested some 300 school children, most of whom were of Mexican-Indian origin who had been subject to the kind of unfortunate circumstances which produces disadvantaged citizens. The results of Dr. Ertl's tests were compared with a standardization sample of advantaged white middle class citizens: In accordance with the theory of natural random distribution of potentials, the comparison found absolutely no difference in average mental potential.

### The Private School Views Intelligence Potentials

We do not exactly know what intelligence is. We do know that it is expressed by the conventional concept of mental capacity. Many private school directors and administrators interviewed in this study consider intelligence potentials in students as a force or power that makes one see, feel, examine, and evaluate in an intutitive way. A school's fundamental responsibility is to make possession of the potential known, provide a carefully planned direction and continued motivation through self-evident successes.

It is in this concept that the private school recognizes its principal basis for success. Students of the lower to middle socio-economic levels constitute the major group of independent private school students. It is a basic motivating force that causes them to first make inquiry and to enroll in more costly private school programs. Often, of course, the original motivational force must be sparked since knowledge of students, availability of courses and other data is not always known. Advertising and other methods of disseminating information concerning school programs has been part of private school activity since the early part of the 18th Century.

Many private school administrators feel that intelligence, as considered here, is more innate than inbred—that it cannot, in fact, be transmitted from one person to another, that it is nature's special gift to man. Many private school personnel (in the context described here) do not feel that intelligence can be quickly or conveniently measured—that, moreover, its nature may not permit the automatic or constant response expected in conventional testing methods. Some private schools have been bitterly criticized for lowering entrance requirements. The expression "ability to learn" as a requisite for admission to some programs has been considered as a vehicle to accept students—any students—in an effort to increase tuition revenues. Indeed, this has possibly been the case in some instances. However, minimal prerequisites tempered by a diagnostic probationary period has more frequently given many citizens, disadvantaged by prior education (or by the lack of it), an opportunity to demonstrate the level of their natural intelligence potentials.

Intelligence, as a force, can only be meaningfully demonstrated with the help of physical and mental tools. The intelligence potential cries for release, and it will manifest itself even with the help of minimally developed tools. History records many examples of successful accomplishments reflecting high intelligence by men who secured little or no formal education and training. Generally, the most valuable of all potentials, intelligence, is not actualized because adequate tools, direction and related wherewithal are lacking.

Thus it is the philosophy of all successful private schools to extend every effort to "tap" the intelligence potential of lower socio-economic level students and "lesser achievers" by a four-fold process:

a) help make self-evident to the student that he possesses mental and intelligence potential;

b) help provide enough dexterity (physical) and know-how (mental) tools to give vent to his intelligence potential;

c) Integrate instructional theory with practice in a manner to make b) self-evident to the student through demonstration and reinforcing the understanding initiated in a);

d) increase motivation by structuring continuing relatinships of c) to the world of work. ·

Private school administrators have learned through many years of experience that while continuity and growth of their business has rested upon the successful industrial acceptance (and retention) of their graduates, their efforts as educators are only contributory.

Private school managers and directors eventually build a pragmatic educational philosophy. They are constantly "on target" through a continuing process of evaluation: their efforts are measured by the level of negotiable skills developed by their graduates. The pragmatism in occupationally-oriented education includes the following:

1) The school or educational system cannot control all of the forces which determine job entry and employment destiny of graduates.

2) Inherent, natural potentials of the individual (varied in all men) help to determine industrial success perhaps more than education and training—regardless of its effectiveness.

3) Socio-economic forces, community and industrial attitudes, political and legislative postures, all act to effect economy and employment.

4) The independent private school may be responsible for the most excellent method of preparing men for employment, but it is not the panacea which can fit all men who enroll to specific jobs.

5) Employment is a transitory condition. Meaningful statistics on the success of student placement cannot end with initial job placement. A more indepth evaluation must be made on the basis of employment longevity and progression.

Independent private schools which have continued operations for generations know, by demonstration of referrals, that graduates have "taken hold" and progressed in their industry. However, a new statistical dimension is required to lend authority and credence to this achievement. This becomes more necessary and significant in the light of items 1, 2, 3 and 4 (above).

SECTION II

# The Independent Private School; Differences

### Differences Between Independent Private Schools and Other Educational Systems

To better understand the differences between independent private schools and other educational/training systems, it may be convenient to review the three primary operational activities of private schools:

1) *Resident:* where instruction and other student services are given within a physical school facility

2) *Home Study:* where instruction and student services are given through a system of structured correspondence

3) *Extension:* where resident and/or home study expertise and resources are "extended" for a period of time in some geographic location other than the base school.

Complete programs of instruction in the private school industry are often referred to as *courses.*

Some schools only offer resident or home study courses. Other schools integrally combine resident and home study components to make a complete course. Some schools separately offer resident and home study courses; one being a complete and independent division from the other.

Home study schools intrinsically offer extension-type courses. They are offered and serviced in any geographic location. However, those resident schools that engage in extension programs often combine home study with resident school expertise and resources.

Several single independent schools are actively engaged in all three basic forms of activity: resident, home study and extension.

Many people wonder how private schools can compete with massive tax-supported educational structures where tuition is very small if not non-existent. There are many reasons, one of which is that the private school is not always competitive to conventional school systems but serves a rather independent function.

There are fundamental differences between the two systems. Public high school systems primarily serve to explore or expose the student to the world of work or to help prepare him for college.

The independent private school is totally job oriented with a principal, well defined objective: to prepare the student to meet the requirements for job entry in a specific occupation . . . and at a minimal period of time.

College and liberal arts curriculum may or may not be required preparation for an occupationally oriented program . . . also, occupationally oriented college programs in engineering, business administration, etc., also require some general educational subjects.

In contrast, private vocational school programs are specifically designed to *only* contain subjects directly related to the job-oriented course objective.

Most of the independent private schools included in this study differ from public or tax-supported schools not only in program design and course objective but in financial structure. Public schools, colleges and universities are essentially not-for-profit and are supported by taxes, endowments, etc., and, of course, are tax exempt. Most independent private schools, on the other hand, are essentially educational facets of the business world, are profit-seeking (not always profit-making) and are subject to the payment of taxes. A few members of the independent private school industry are incorporated as non-profit institutions. The exceptional status of these schools is discussed later in the study.

However, more meaningful differences between private and non-private schools may be observed from the view of pedagogic philosophy, institutional purpose, teaching objectives, curricula development, the recognition and service of student needs, etc., etc.

As indicated earlier in this study, private schools recognized the need for special training to help develop skilled manpower necessary for the expanding American economy during the period from 1862 to 1917. It helped to fulfill that need. A prime motivation was to acquire the happy coincidence of achievement with monetary reward, an often sought after condition in a free enterprise society. The private school, therefore, brought to vocational education an empathy for the relevance of education and training to the practicality of industry and commerce. As a product must be frequently reviewed to measure its current value in constantly changing circumstances, so the product of education and training, from the private school point of view, must be weighed against current or anticipated changes in the labor market.

One of the important differences between the private vocational and other school systems is the ability to respond quickly to the needs of local, regional and/or national business and industry. Courses are readily modified to coincide with current labor market needs and new programs can be added as soon as they can be organized, without fear of impairing tradition, without months of red tape and procedural delays.

Older Illinois schools founded prior to and at the turn of the century could never have continued if they did not frequently revise and up-date courses. When the labor market barometer gave warning, some courses were completely eliminated and replaced by others.

The labor market pulse is felt with intimate sensitivity by the private vocational schools. The schools assist their graduates (and undergraduates, also) in obtaining job interviews and employment since continuation of the school as a business enterprise dependes upon successful job placement.

Another difference between private and other school systems is attitude of courses. Although the private school does not openly identify courses as products, they are nevertheless so considered.

The schools soon found that their *product* is not only purchased by the prospective student—but the *student and the training* become the *final product*. This product, then, is accepted or rejected by the employer who may be termed the *consumer*.

No private vocational school can remain in business very long without consumers of their product.

Survival, then, depended on the schools' ability to place their graduates. And this could only be done when the school delivered a product acceptable to the consumer. To help assure this acceptance, progressive private vocational schools have established close working associations with members of industry and commerce who comprise industrial advisory committees. The owner, manager or director of a private school is sensitive to individual or collective industrial criticism and suggestion and is free to quickly implement additions and revisions. New programs are often directly financed out of retained earnings or highly liquid assets.

The design and revision of course structure to meet industrial requirements is directly related to job placement of students and graduates — one factor dependent on the other. The intimacy of the school to industry also comprises a main difference between private vocational and other school systems.

An example of the adjustment of the private school to changing industrial needs may be seen in a review of the Coyne Trade School Catalogue (Chicago, Illinois) of 1913 wherein the following courses of instruction are listed: Electrical Work, Plumbing, Bricklaying, Mechanical Drawing and Moving Picture Operating. At the time of this writing, six decades later, the principal courses at the same school include: Electrical Maintenance; Industrial Electronics, Radio and T-V Servicing; Air Conditioning, Refrigeration and Heating Servicing; and Drafting.

Over a half century of social, union, industrial and technological change is reflected in the direction of the school: the intermittant institutional changes during this period clearly indicate the school's sensitivity to gradual labor market fluctuations.

The private vocational school's ability to quickly respond to industrial needs has also developed a unique flexibility in extending its expertise beyond a narrow geographic confine. Thus, the concept of a "university-without-walls" became an innovation of the private school industry long before traditional education initiated attempts in this direction.

Although, as described later in the study, university education, particularly in Illinois, helped to structure and lend credence to home study instruction, the private school industry must be given credit for the practical introduction of the concept and for its universal development. The State of Illinois, because of its unique geographic position, became a crossroad for national transportation and mail distribution. This provided an advantage for home study schools and contributed to make Chicago the home study center of the world.

Many of the Illinois private vocational-technical-business schools serving 500 to 1000 resident students also train thousands of additional students throughout the country by correspondence systems. Specialist Illinois home study schools serve almost 500,000 students. This activity is not generally considered competitive to conventional educational and training systems.

But the concept of "schools-without-walls" also included the private school resident resources and expertise.

When a large pipeline system was under construction through hundreds of miles of rugged country, a need for training residents along the pipeline as welders was met by a school that set up a "mobile" instructional operation on various locations on the pipeline. This is only one of several examples of Illinois private schools extending their influence geographically by making facilities available to students located in a community that often cannot support a school.

An Illinois school designed complete mobile training shops for welding in especially constructed transport vans to meet a need for the Job Corps. The shops, instructors and systems were conveniently transported to and from conservation training centers in various states.

Extensions of the facilities, systems, personnel, expertise and other resources of Illinois independent private schools have, and continue to find, application in companies, public school systems, correctional institutions, military bases, etc., throughout many parts of the United States and in many countries of the world.

These special "extended" activities help to illustrate additional non-competitive differences between private and other school systems.

Private schools in Illinois, as a reflection of their industry, have demonstrated ability to respond quickly to meet requirements of students with special needs. For example, Chicago has large ethnic population groups including almost one million Polish and over 100,000 Spanish-speaking citizens.

Years before federal, state and municipal participation, Illinois private schools had recognized the difficulty of some foreign speaking citizens to participate in regular trade programs due to English language deficiency. Bi-lingual (Spanish/English) courses in Radio/TV Repair, Electronics, Auto Mechanics and Machinist Trade have been offered by some Chicago schools since 1959. Machinist Trade, Tool and Die Making and Drafting courses in Polish/English were taught at least from 1950. Special bi-lingual programs (Greek/English and Italian/English) were introduced by 1964. These activities again demonstrated special contributions made by the private school industry in a manner essentially non-competitive to other school systems.

Special programs, kinds of instruction, schedules and other provisions to help facilitate the occupational training of handicapped citizens through the Illinois Vocational Rehabilitation Agency makes the independent private school a principal training resource. Here again, this activity finds singular adaptability to private school structures.

When the Manpower Development and Training Act (MDTA) was first enacted as a means of educating, training and otherwise helping to prepare disadvantaged citizens for employment, each state was given the option of utilizing either proprietary and/or public facilities, schools and systems. In practice, private schools were totally disregarded or underutilized. In a revision of the Act, Congress legislated the requirement that the independent private schools *would* be utilized if the quality of their courses and programs matched those available in the public facility and the training could be provided at a lower cost to the tax payer. Many states still ignored or only permitted token participation of private schools.

Illinois, however, led the nation by permitting independent private vocational schools to bid on and to participate in MDTA training contracts. At various times more than 50 percent of the MDTA training in Chicago was provided by the private schools as compared to the State of New York where only about 15 percent of MDTA programs were contracted to private schools. Illinois' recognition of the importance of private vocational schools to meet and help solve critical manpower training problems gradually gave direction to other states. Private schools soon played a more important national role in the training of disadvantaged citizens. Also, many states, possibly for the first time, began to give consideration to the special contribution that the private school industry could make to their total manpower development and state educational and training resources.

Developments of Illinois independent private schools in MDTA programs helped to advance the state of the art in the education and training of disadvantaged citizens from a national frame of reference.

Elsewhere in this study, reference is made to specific contributions which at least in part were made possible because of intrinsic differences between private and other school systems.

The independent private schools have demonstrated their ability to provide and concentrate on the needs of all students—the above average, the average and the marginal. The origin and intrinsic nature of the independent private school helps to make adjustment of the program, as it were, to the student. In other school systems, the reverse is usually true. This philosophy illustrates another difference between the private school industry and other educational and training systems.

Many marginal students who have seldom experienced academic successes are often scheduled so that they can proceed at their own pace and successfully complete courses which are aimed at developing practical techniques rather than theoretical knowledge; many faculty members directed to these programs, are chosen more on the basis of practical experience and consequently act as excellent teachers for such training.

The private vocational school often receives a student who has been subject to other educational systems wherein he has been demotivated and discouraged. Too often, the student is not lacking in natural intelligence potential but has been subjected to academic failures or half successes, or has been imprinted as merely average—and not college material. Motivation is often ignited when the student can demonstrate successes in "hands on" laboratory or shop activity. As learning achievement becomes self-evident, necessary theoretical instruction is integrated with shopwork. This system has been carefully analyzed and developed by many private schools including programmed student instruction and teacher training. This kind of teaching and course development finds greater application in many private vocational schools than that which may be expected in larger, more complex school systems.

This study later gives detailed descriptions of programs designed on the so-called "occupational-ladder," or step off system. Here, a relationship is provided between progressive stages of learning and skill development and corresponding job entry employment objectives. Thus, a complete course may be designed with several progressive job objectives within the same general occupational area. Thus, the student does not "flunk-out" if he cannot make the above-average objective, he may qualify for the average; and if not that, the marginal or least demanding objective. A course in Industrial Drafting, for example, may provide job entry step-off points at various stages—tracing, detailing, drafting and layout—each with its own negotiable labor skill requirement for a specific job entry level.

This kind of occupationally-geared course structure is typical to the structure of many private schools and represents another point of departure from other educational training systems.

Private schools often have small student enrollments and frequent starting schedules which can become impractical for larger public school structures. Also, some courses in private schools can be completed in relatively short time periods which may not easily adapt to public school recruitment and scheduling.

In following the history and progression of the independent private schools, this study includes the relatively recent advent of large publicly-held corporations in its industry.

Schools related to private industries (as data processing) may offer specialized courses with accessability to expertise and equipment not readily available to other school systems. Some of America's largest corporations have expeditiously established training facilities with the singular advantages available to product innovators and developers. This then, represents another important difference between the independent private and other educational and school systems.

An excellent example of a larger corporation's involvement in the private vocational school industry may be seen in Ryder Systems, Inc.

Mr. James A. Ryder, Chairman of the Board of this company, predicated the basis for his corporation's involvement in independent private school education:

> "The shortage of skilled mechanics and other skilled workers affects the entire transportation/distribution industry. Equally pressing is the problem of providing training and jobs for the country's young people.
>
> "We recognize this two-sided problem, and see the opportunity to help in its solution."

Starting in 1969, Ryder Systems, Inc., the world's largest truck renting and leasing corporation, began acquiring schools under its subsidiary, Ryder Schools, Inc. They now total sixteen schools with a student enrollment approaching 13,000; and they have graduated 150,000 men and women from many countries. Some of the schools still operate under their original names. Greer Technical Institute in Chicago, one of Illinois' oldest trade and technical schools, established at the turn of the century, represents one of the Ryder Systems acquisitions. The relationship of truck driving and heavy equipment occupational training to the resources of a large corporate entity illustrate one of the facets of the private vocational school industry which is essentially non-competitive to other school systems. For example, each year over 39,000 Ryder vehicles travel a half billion miles, use 125 million gallons of fuel, and $12 million worth of tires. They operate from 375 company-owned locations and some more than 2,000 truck rental dealerships in the United States.

Besides its giant truck rental and leasing operations, Ryder owns two automobile transport companies, Complete Auto Transit and M & G Convoy. Together, they transported a record 1.8 million new cars and light trucks in a recent year.

These and other facets of Ryder Systems' diversified activities support a payroll of over 7,400 employees, have put Ryder on the New York Stock Exchange and brought revenues last year (1971) up to $300 million. A close relationship between the technology of the transportation/distribution industry and its intrinsic employment opportunities is integrated in the corporation's education and training philosophy.

Other large American corporations have entered the independent private school industry and offer similar integration of single industry interests with occupational training. This represents a significant facet of the private school industry which shows promise of continued influence in our socio-industrial/educational structure.

The close relationship of the private vocational school to industry makes for a kind of environment wherein the flexibility of the private school can be utilized to a maximum advantage. Often courses in private vocational schools are designed to meet specific training and occupational requirements of particular industries, companies and/or departments of companies. Sometimes the courses are short-ranged with limited objectives met through concentrated training systems and techniques. If the economics of a special program permit, specialized training is given directly in the school on a day or evening basis; sometimes instruction is coupled—on-the-job and institutional. Often, objectives of the program are most expeditiously met through direct on-the-job training. These types of programs seem to be part of the chemistry of the private school industry and are beyond the involvement of other school systems.

Many educational researchers conclude that specialized occupational courses, except those on a highly technical and managerial level, should be left to specialized training institutions other than collegiate schools.

Dr. Robert A. Gordon and Dr. James E. Howell under a grant of the Ford Foundation (published by Columbia University Press) state:

> "The view is unanimous that preparation for the first job is not a legitimate objective of business education at the collegiate level.

Dr. Frank C. Pierson in his work **A Study of University/College Programs** states:

> "It is not too much to say that job duties which are most worthy of academic attention frequently cannot be taught, while those that are teachable frequently do not deserve a place in a college or university curriculum.
>
> "It is time for collegiate schools which have not yet done so to divest themselves of their secretarial programs and stop giving degree credit for typing, shorthand, office filing, and similar courses. It is not the function of a college to turn out stenographers and to speak of secretarial training as a part of professional education is to engage in a semantic exercise that deceives no one."

John Keats in his book **Schools Without Scholars** (Houghton Mifflin, 1958) reflects the academic point of view in saying:

> "Since vocational training in one narrow, money-making skill has nothing whatever to do with everyone's necessary general education as a human being or a citizen, it follows that the public school cannot offer a thorough vocational training to everyone if it also wishes to educate the civilized man."

While private schools have historically helped to fill gaps left by other school systems, they generally will not compete with systems which adequately provide total training to meet the needs of a specific employment area of industry. Agriculture is not taught by the private school industry for this reason.

Many private school administrators feel that competition is the very essence of *all* meaningful activity, but it is naive to spend time and money in attempts to "reinvent-the-wheel" and it is business anathhema to compete with programs structured with the expertise and massive resources of tax-supported and endowed institutions.

Thus, the successful continuity of the private school industry depends in a large measure on its ability to fill gaps, exercise creativity and initiate meaningful innovation, and to provide *some* measure of competition to an educational community that otherwise might become too complacent and feel above accountability.

The independent private school industry in general, and specifically in Illinois, provides a special kind of educational and training resource not readily supplied by public and endowed school systems.

It has, and continues to be, innovative and missionary. Many original developments have been embraced as a matter of course by the conventional school structures.

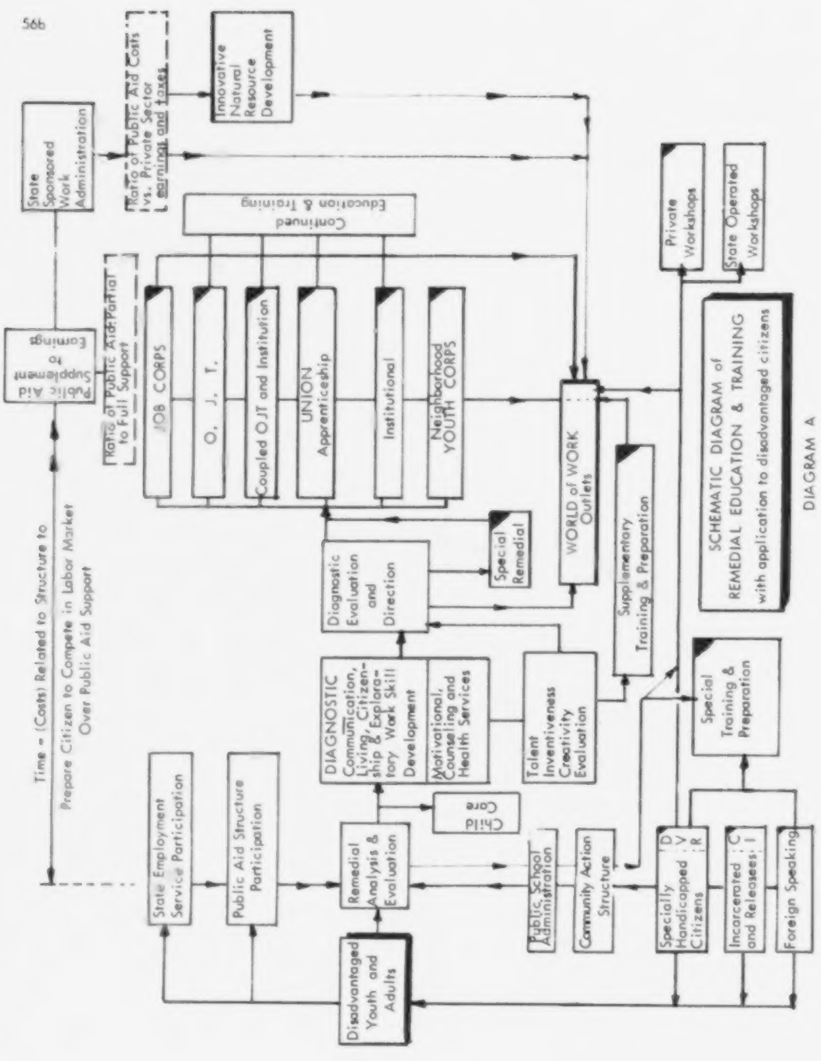
Primary consideration should be given to its functions, accomplishments and future direction: it should not be viewed as a "competitor" to the tax-supported structures, but rather as an important component to the total state educational and training resources.

One relationship of independent private school industry activities to conventional educational training and educational structures is shown in Diagrams A and B.

These schematic diagrams were prepared by the writer as part of a study concerning remedial and preventative educational and training concepts applied to disadvantaged citizens.

Independent private schools participate in areas designated by a small black flag marked in the corner of related rectangles.

Some of these activities are detailed elsewhere in this study.


56b
SCHEMATIC DIAGRAM of
REMEDIAL EDUCATION & TRAINING
with application to disadvantaged citizens
DIAGRAM A
Time = (Costs) Related to Structure to
Prepare Citizen to Compete in Labor Market
Over Public Aid Support
Ratio of Public Aid-Partial to Full Support
Public Aid Supplement to Earnings
State Sponsored Work Administration
Ratio of Public Aid Costs vs. Private Sector earnings and taxes
Innovative Natural Resource Development
Continued Education & Training
JOB CORPS
O. J. T.
Coupled OJT and Institution
UNION Apprenticeship
Institutional
Neighborhood YOUTH CORPS
Private Workshops
State Operated Workshops
WORLD of WORK Outlets
Supplementary Training & Preparation
Special Remedial
Diagnostic Evaluation and Direction
DIAGNOSTIC
Communication, Living, Citizenship & Exploratory Work Skill Development
Motivational, Counseling and Health Services
Talent Inventiveness Creativity Evaluation
Special Training & Preparation
State Employment Service Participation
Public Aid Structure Participation
Remedial Analysis & Evaluation
Child Care
Public School Administration
Community Action Structure
Specially Handicapped Citizens
D
V
R
Incarcerated and Releasees
C
I
Foreign Speaking
Disadvantaged Youth and Adults

PU Diagram A

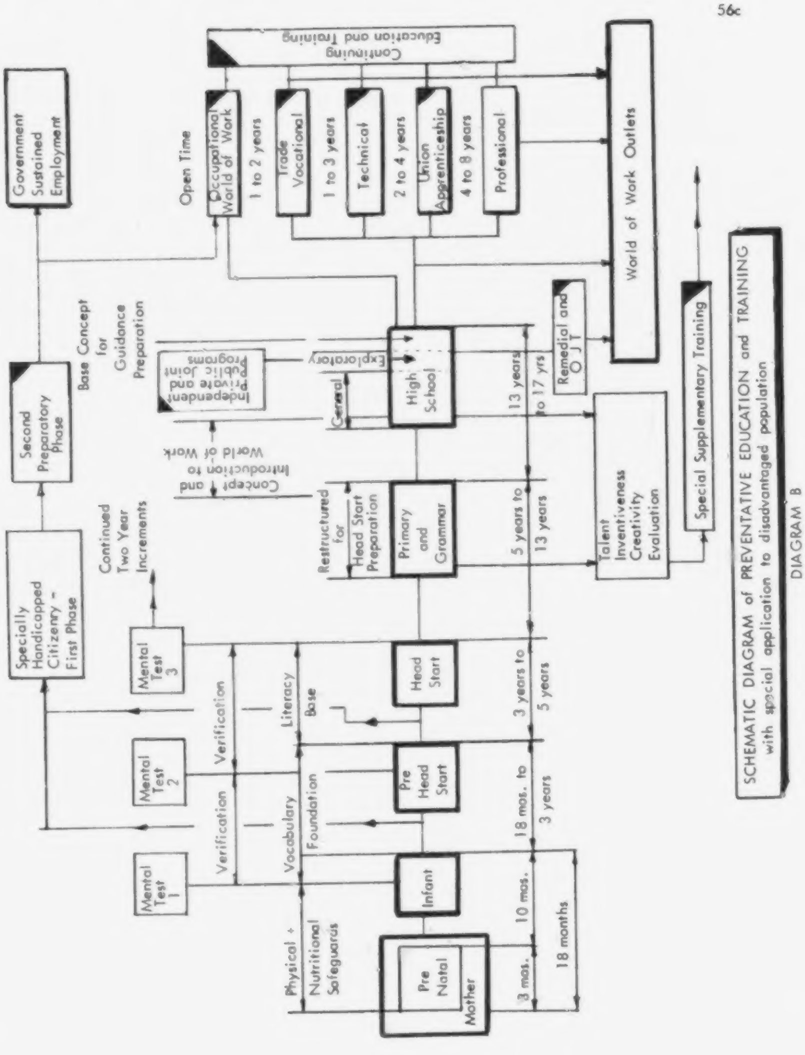

56c
SCHEMATIC DIAGRAM of PREVENTATIVE EDUCATION and TRAINING
with special application to disadvantaged population
DIAGRAM B
Mother
Pre Natal
Infant
Pre Head Start
Head Start
Primary and Grammar
High School
Physical + Nutritional Safeguards
Vocabulary Foundation
Literacy Base
Verification
Verification
Mental Test 1
Mental Test 2
Mental Test 3
Continued Two Year Increments
Specially Handicapped Citizenry – First Phase
Second Preparatory Phase
Base Concept for Guidance Preparation
Government Sustained Employment
Restructured for Head Start Preparation
Concept and Introduction to World of Work
Independent Private and Public Joint Programs
General
Exploratory
Open Time
Occupational World of Work
1 to 2 years
Trade Vocational
1 to 3 years
Technical
2 to 4 years
Union Apprenticeship
4 to 8 years
Professional
Continuing Education and Training
World of Work Outlets
Remedial and O J T
Talent Inventiveness Creativity Evaluation
Special Supplementary Training
3 mos.
10 mos.
18 months
18 mos. to 3 years
3 years to 5 years
5 years to 13 years
13 years to 17 yrs

Diagram B.

## SECTION III

# The Independent Private School: Composition

### Kinds of Schools — Determined by Regulatory Agencies

Private schools in the State of Illinois may be classified by several criteria. Perhaps the most direct method of separating the industry into broad components is to relate a specific group of schools to its state or federal regulatory and licensing agency.

National regulation of private schools by government agencies has been a gradual process. By January, 1972, forty-one states had enacted regulatory laws — over half of this number within the last fifteen years. Illinois was one of the first Midwestern States to enact legislation, and through continuing changes and modifications is helping to establish a national standard for meaningful regulation and approval of private schools.

Originally, all private schools were licensed and regulated by the Illinois Department of Education and Registration. Since this agency was responsible for the licensing of certain vocations and professions, especially those affecting public health and safety, it was felt that schools offering training in these areas should so order their courricula that graduates would meet the licensing requirements. At first, barber schools were regulated under a licensing act in 1909. Later, in 1925, licenses and approvals were required for cosmetology schools.

In 1951, the Vocational Training Act required that *all* private vocational schools be recognized and licensed by the Department of Education and Registration.

In 1955, the independent business schools felt an incongruity (and loss of prestige) in relating their form of education and training with blanket licensing regulations and requirements of the Department of Education and Registration. Their point of view was recognized, and the Office of the Superintendent of Public Instruction was designated as a more logical approval agency for the private business schools. An Act to Regulate Private Business Schools was enacted in 1956.

The move by the business schools reflected their maturity and stature in the private school industry. After all, these schools were greater in number, claimed an old and enviable history, and were relatively well organized.

Thus the Office of the Superintendent of Public Instruction licensed the business schools for a dozen years before trade, technical, home study and some self-improvement schools were also included. The Act in Relation to the Regulation of Business and Vocational Schools, enacted in 1969, placed the regulation of private business *and* vocational schools under the jurisdiction of the Office of the Superintendent of Public Instruction. This office also regulates and licenses Business, Vocational and Self-Improvement schools originating or based in other states with operating branches in Illinois. Cosmetology, Barber and Mortuary Science schools remained under the Department of Education and Registration.

Commercial and Truck Driving and Driver Training schools are licensed and regulated by the Investigation Division, Driver Training Schools, Office of the Secretary of State.

Pilot Flight and Ground Schools are certified and approved by the Department of Transportation of the Federal Aviation Administration.

All schools that desire to train under public laws affecting veterans must receive a supplemental approval for this purpose by the Veteran's Approval Agency under the Office of the Superintendent of Public Instruction. Commercial Driving Schools which wish to participate in special training programs for youth must also receive supplementary approval from the Office of the Superintendent of Public Instruction.

Numbers of Schools – Determined by Regulatory Agencies

Groups of Illinois private schools as approved by governmental operating licenses (October, 1972) are designated below:

| NUMBER of SCHOOLS | GROUP | REGULATORY AGENCY |
|---|---|---|
| 232 | In-State Business, Vocational, Home Study and Self-Improvement Schools | Office of the Superintendent of Public Instruction |
| 86 | Out-of-State Business, Vocational, Home Study and Self-Improvement Schools | Office of the Superintendent of Public Instruction |
| 150 | Cosmetology Schools | Department of Education and Registration |
| 24 | Barber Schools | Department of Education and Registration |
| 1 | Mortuary Science School | Department of Education and Registration |
| 5 | Truck Driving Schools | Office of the Secretary of State |
| 91 | Commercial Driver Training Schools | Office of the Secretary of State |
| 86 | Pilot Flight and Ground Schools | Department of Transportation<br>Federal Aviation Administration |
| 675 | TOTAL LICENSED PRIVATE SCHOOLS IN ILLINOIS<br>In-State = 589 Out-of-State = 86 | |

A Directory of all licensed schools (separated by Regulatory Agency) which comprise the Independent Private School Industry in Illinois is given in Section VII.

CHART 1

Numbers of Independent Private Schools (By Category)

Of the 589 licensed in-state schools, the following chart lists the occupationally-oriented in-state schools:

| APPROVAL AGENCY | NUMBER | TYPE OF SCHOOL |
|---|---|---|
| Office of the Superintendent of Public Instruction (O S P I)<br>← VOCATIONAL → | 83 | Business |
| | 36 | Trade |
| | 23 | Technical |
| | 5 | Trade and Technical |
| | 10 | Art |
| | 4 | Allied Health Service |
| | 6 | Combined Self-Improvement and Occupational |
| | 35 | Home Study + 11 Combined with Resident |
| Department of Education and Registration | 150 | Cosmetology |
| | 24 | Barber |
| | 1 | Mortuary Science |
| Secretary of State | 5 | Truck Driving |
| Sub Total | 382 | |
| | 11 | Home Study Divisions to Resident Schools |
| | 393 | Occupationally-Oriented Schools and Divisions |

The following chart lists the non-occupationally-oriented* in-state schools:

| APPROVAL AGENCY | NUMBER | TYPE OF SCHOOL |
|---|---|---|
| O S P I | 30 | Self-Improvement |
| Secretary of State | 91 | Driver Training |
| Department of Transportation (FAA) | 86 | Pilot Flight and Ground |
| Sub Total | 207 | Non-Occupational Schools |
| | 382 | Occupational Schools |
| | 589 | Total Licensed In-State Schools |

CHART 2

---

* The relationship of non-occupational schools to employment is not always avocational. For example, many of the 207 Illinois schools categorized as non-occupational in objective do, in fact, contribute to the improvement of existing employment and in some cases supply desirable and sometimes necessary tangent skills. Nevertheless, in this study those schools which do not prepare a student to meet standard job entry requirements have been considered non-occupational.

Number, Age and Sex of Resident Students
in Business, Vocational Schools
Approved by the Office of the Superintendent of Public Instruction

| Number of Schools | Kind of School | Approximate Enrollment | Average Age |  | Sex |  |
|---|---|---|---|---|---|---|
|  |  |  | Day | Eve. | M | F |
| 83 | Business | 24,900 | 20 | 28 | 20 | 80 |
| * 89 | Vocational | 30,700 | 22 | 31 | 85 | 15 |
| 30 | Self-Improvement | 6,000 | N/A | N/A | 50 | 50 |
| 202 | TOTALS | 61,600 |  |  |  |  |

* Includes 5 Truck Driving Schools

CHART 3

### Number, Age and Sex of Home Study Students
### In Home Study Schools
### Approved by the Office of the Superintendent of Public Instruction

| Number of Schools | Kind of School | Approximate Enrollment (Active Students)** | Average Age | Sex % | | Basic Groups |
|---|---|---|---|---|---|---|
| | | | | M | F | |
| 35 | Home Study | 550,000*** | 27 | 80 | 20 | Business |
| 11 | Separate Home Study and Resident | | | 85 | 15 | Vocational |
| 8 * | Combined Home Study and Resident | | | 40 | 60 | Self-Improvement |
| 46 | TOTALS | 550,000 | | | | |

* Included as resident schools in Chart #2

** Active Students refers to participants who have received educational service within a twelve month period

*** National Home Study Council, September, 1972 -- 450,000 students in accredited Illinois schools. 25,000 increase to point of publication + 25% for active enrollment of non-accredited schools.

CHART 4

Number, Age and Sex of Resident Vocational School Students

Approved by the Department of Education and Registration

| Number of Schools | Kind of School | Approximate Enrollment | Average Age | Sex % | |
|---|---|---|---|---|---|
| | | | | M | F |
| 150 | Cosmetology | 15,000 * | 20 | 10 | 90 |
| 24 | Barber | 2,400 * | 21 | 70 | 30 |
| 1 | Mortuary Science | 240 | 21 | 98 | 2 |
| 175 | TOTALS | 19,640 | | | |

* Based on an average enrollment of 100 students per school

CHART 5

## Number, Age and Sex
## of
## Resident Non-Vocational Schools

| Number of Schools | Kind of School | Approximate Enrollment | Average Age | Sex % | | Approval and Regulatory Agency |
|---|---|---|---|---|---|---|
| | | | | M | F | |
| 91 * | Commercial Driver Training | 27,300 | High School-17<br>General 25 | 50<br>50 | 50<br>50 | Office of the Secretary of State |
| 86 ** | Pilot Flight and Ground | 12,900 | 31 | 80 | 20 | Department of Transportation Federal Aviation Administration |
| 177 | TOTALS | 40,200 | | | | |

* 26 schools also approved by the Office of the Superintendent of Public Instruction for contractual training of high school students

91 schools based on an average annual enrollment of 300 students per school

** 86 schools based on an average annual enrollment of 150 students per school

CHART 6

## Approximate Number of Students Enrolled Annually In Illinois Private Schools

| Number of Schools | Kind of Schools | Annual Enrollment |
|---|---|---|
| 83 | Business | 24,900 |
| 89 * | Vocational | 32,200 |
| 30 | Self-Improvement | 6,000 |
| (46) | Home Study | 500,000 |
| 150 | Cosmetology | 15,000 |
| 24 | Barber | 2,400 |
| 1 | Mortuary Science | 240 |
| 91 | Commercial Drivers Training | 27,300 |
| 86 | Pilot Flight and Ground | 12,900 |
| 589 | Total Number of Schools and Students Serviced by Illinois Private Schools | 614,940 |

* Included 5 truck driving schools

CHART 7

The average number of students in business schools consists of approximately 300 students per school. It is estimated that there are about 1,500 business schools in the United States with a national student body of 500,000. Illinois represents approximately 5.5% of the number of schools and 5% of the total number of students.

The number of students in vocational schools is approximated as follows: 8,500 students in 10 of the larger Chicago schools, 22,200 students in the remaining 74 schools based on an average of 300 students per school. It is estimated that there are 3,000 trade and technical schools in the United States with a national student body of 835,710. Illinois represents 2.8% of the number of schools and slightly over 3.6% of the total number of students.

Self-improvement schools include instructional specialization in tutoring, sales improvement, speaking, writing, foreign language skills, and other areas peripheral to occupational objectives. The estimate is based on 30 schools, each with an approximate annual enrollment of 200 students.

It is estimated that over 1,500,000 students are active in American independent private home study schools. Illinois, with 500,000 represents approximately one-third of the total national enrollment.

### Student Sex and Age

The student bodies of business schools that specialize in training for secretarial and general office occupations are almost totally female. Courses in accounting, data processing and programming have greater male populations. The Harvard Automation and Business college in Chicago, with a mixture of conventional business and data processing courses, has a student body of 74% female and 26% male.

The average age of students in business schools is slightly lower than that in other vocational schools.

Enrollment of schools specializing in the allied health services are principally female in medical and dental assistant courses, with a greater number of males in medical and dental technician courses. The Bryman School (Chicago) enrolls 97% female in their "assistant" programs. The Chicago Institute of Technology (Chicago) enrolls 65% males in their technician courses. Schools engaged in courses directed to art-oriented occupations have a majority of female students. The Chicago Academy of Fine Art (commercial and fine art) has 70% female students; the Harrington School of Interior Design (interior decoration and design) has 62% female students.

The student body of trade and technical schools is almost totally male. The Coyne American Institute and Greer Technical Institute are representative examples with about 98% male.

The average age of students in non-business vocational schools is slightly higher than that of business schools. Day school student bodies consist of two main groups: recent high school graduates and increasing numbers of male Vietnam veterans. It is the veteran who helps to increase the average higher age level of trade and technical schools.

A larger number of male students participate in home study instruction. Vocational education follows the percentages indicated in resident instruction. However, the percentages in business-oriented home study courses are almost reverse from resident schools. This inversion has been brought about with the advent of programming and computer-oriented programs which attract male participation. Also, a long tradition in home study education has been in accounting branches of business—an essentially male occupational objective.

The average age of home study students is considerably higher than that of resident students. This is understandable since a large number of employed adults cannot meet resident school schedules. Home study becomes their only available educational vehicle.

## Further Analysis of Kinds of Resident Business and Vocational Private Schools

Essentially, the Act regulating private business and vocational schools makes a broad general reference to Business, Vocational, Self-Improvement and Home Study schools. However, it is necessary to further define and subdivide each area to visualize a more comprehensive picture of the private school industry.

The language of the Act defines a private business school, or business as:

> "an educational institution privately owned and operated by an owner, partnership, or corporation, offering business courses for which tuition is charged, in such subjects as typewriting, shorthand (manual or machine), filing and indexing, receptionist's duties, keypunch, data processing, teletype, penmanship, bookkeeping, accounting, office machines, business arithmetic, English, business letter writing, salessalesmanship, personality development leadership training, public speaking, real estate, insurance, traffic management, business psychology, economics, business management, and other related subjects of a similar character or subjects of general education when they contribute values of self-improvement and are designed to improve or add to the skills and abilities of the individual and also to the objective of the course of study whether by in-residence, correspondence, or home study."

The Act regulating private business *and* vocational schools defines a Vocational school as:

> "any school of instruction maintained or classes conducted by any plan or method and receiving compensation in any form for such instruction; and which offers courses of instruction in residence or by correspondence to prepare individuals:
>
> (1) to follow a trade;
>
> (2) to pursue a manual, mechanical, technical, industrial, business, commercial, office, personal service (other than nursing), or other non-professional occupation, or;
>
> (3) to follow a profession, if the school is not subject to approval and licensing under any existing statute of the State of Illinois."

As indicated in Section II, the private school activities may be trisected into the following major categories: 1) Resident, 2) Home Study and 3) Extension.

*Resident schools* conduct training in a physical facility. A drafting school may be located in rooms rented on the floor of an office building; or an automotive training school may be conducted in a one-story garage; or some large trade/technical institutes may be located in their own multi-storied classroom, laboratory and shop buildings; some business schools own their own school buildings, dormitories and campus.

A pilot flight and ground school maintains classroom facilities on or near a related airport. It also maintains aircraft and hangers as an integral part of its facilities.

A truck driving and earth moving school maintains classrooms, garage maintenance shops, trucks, earth moving equipment, and many acres of land as a "practice-laboratory."

A commercial driving school maintains lecture classrooms, various simulated driving devices, training aids, offices and special training vehicles.

Most private resident schools do not own their own dormitories. Some schools mainly serve students who live in areas which are in commuting distance from the school. Other schools, servicing many out-of-city or state students, arrange to provide private housing accommodations in nearby YMCA's, resident hotels, and with private families.

But all resident schools maintain a physical facility to conduct education and training. All resident schools in Illinois must maintain a facility which meets the requirements of the municipal codes for buildings, health, safety and fire. These requirements are a prerequisite for licensing, and inspections are regularly scheduled.

*Home Study schools* conduct education by correspondence. A correspondence school, of course, does not maintain a physical facility in the sense of a resident school. However, the sophistication and expertise of this kind of school generally surprises the layman, as well as the educator who is only involved in conventional education.

Home study or correspondence education can be most properly defined as an educational process designed to transfer a given body of information, skills or knowledge to students living at some distance from a school. Usually, written or printed materials are sent by mail, providing the student with structured units of information, assigned exercises for practice, and examinations to measure achievement. The school in turn grades and comments on these assignments and returns corrected assignments to students.

*Extension Education Activities* are generally conducted by resident and/or home study schools. Here, the expertise of the institution, faculty, systems, course, physical equipment, and other resources are physically transposed to another location to facilitate a specific educational and training function.

### Resident School Structures

Resident schools consist of business, vocational, avocational, flight and driving schools. An analysis of the place of the private resident school in American education is given, followed by a description of each major group of private resident schools.

### The Place of the Independent Private Resident School

There are three broad groups of schools in American Education.

The largest group consists of tax-supported public institutions —elementary and secondary schools, colleges and universities.

The second largest group consists of tuition or endowment-supported, non-profit private schools and systems.

The third group is made up of private schools offering specialized, self-improvement and/or job-oriented educational and training programs. Many of these schools are proprietary business ventures with single or partner ownership; others are structured as relatively small closely-held, or large publicly-held, profit-seeking corporations; a few are incorporated as not-for-profit educational institutions. All, however, are limited to some form of specialized instruction, mainly occupationally-oriented with the goal of achieving job entry qualifications for their students at minimal time.

A research study conducted in 1966 indicated that there were approximately 5,000,000 students enrolled in 35,000 independent private resident schools of all kinds in America.* Some researchers have estimated that there are over 7,000 independent private occupational schools with a student body of over 1,500,000.[**] Other research studies total private resident and home study vocationally or occupationally-oriented school students at over 3,000,000 as compared to 7,500,000 enrolled in all conventional institutions of higher learning.[***]

## The Business School

A general breakdown of business school education helps to place the role of the independent private business school in proper perspective.

This area of education may be separated into three major groups:

1) *The professional business school* offers programs designed to help prepare students for managerial and leadership functions in business occupations. These programs are generally the responsibilities of colleges and universities.

2) *General business education* is taught in schools offering exploratory and prevocational training in business. The objectives are generally non-occupational and become the responsibility of secondary schools.

3) *Specialized business schools* offer three levels of job-oriented courses:

    A) *Terminal courses:* short term, concentrated training for a specific, relatively low level skill as typewriting, key punch operation or business machine operation. These courses are comparable to special terminal courses in the trade and technical vocational areas.

---

[*] Harold F. Clark and Harold S. Sloan, **Classrooms on Main Street** (New York: Teachers College Press, 1966), p. 4.

[**] A. Harvey Belitsky, **Private Vocational Schools and Their Students: Limited Objective, Unlimited Opportunities** (Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1969) p. 9.

[***] The **Congressional Record**, 91st Congress, Volume 116, No. 139, August, 1970.

B) *Technical courses:* medium term, requiring more instruction and training than terminal courses designed to meet job entry requirements for stenographic, electric accounting machine operation, manual accounting and similar occupations.

C) *Career-Oriented courses:* longer term—requiring more instructiion and training than technical courses and designed to meet job entry requirements as medical or legal secretary, accounting and computer programmer.

It is the third category of special job-oriented programs that relates to educational and training functions of the independent private Illinois business school.

**Kinds of Business Schools**

Private business schools in Illinois may be classified in three groups:

1) The Specialized Business School

2) The Comprehensive Business School

3) The Junior College of Business

*The Specialized Business School* offers short term, job-oriented, courses to be completed in one year or less. Courses include clerical, typewriting, stenographic, business machines, key punch and general business courses.

*The Comprehensive Business School* also offers concentrated instruction requiring a longer period of time (up to two years) than those of the Specialized Business School.

Actually, the Comprehensive Business School offers basic and related business courses as a foundation for program majors. Many of these schools also offer shorter vocational programs in some special business occupations and, in this respect, parallel many Specialized Business School programs.

*The Junior College of Business*, unlike the typical junior college, specializes only in business education and training. It is also more directly oriented to the business community and its specific needs.

While the Junior College of Business is similar to the Comprehensive Business School, its curricula are designed along collegiate lines. In addition to vocational courses, it offers basic and related business subjects alloyed with a degree of general and liberal arts components.

These schools often offer an Associate Degree, and transfer of their credits to colleges and universities is granted by many institutions.

Principal Courses Taught by Independent Illinois
Resident Private Business Schools

Accounting, Corporate
Accounting, Junior
Accounting, Managerial Cost
Accounting, Public
Accounting, Senior
Advertising in Business
Auctioneering

Business Administration
Business Ethics
Business Law

Clerical — Accounting
Clerical — Bookkeeping
Clerical — General
Clerical — Typist
Computers and Business
Computer — Operator
Computer Programming (FORTRAN, RPG, BAL/COBOL)
CPA Coaching
Court and Convention Reporting
Court Reporting

Data Processing Auxiliary Storage Programming
Data Processing Assembly Level Systems
Data Processing — General

Economics — Business Principles

Fashion Merchandising
Finance in Business

Hospitality (Hotel-Motel) Institutional Management
Human Relations — Supervisory

Income Tax Preparation
Insurance in Business

Keypunch and Control Clerk Operator
Keypunch — General
Keypunch Operations and Automation Office Procedures

Marketing
Marketing and Sales Management

Receptionist-Typist
Retailing

PAR Power reading
Psychology of Management

Salesmanship
Shorthand—
  Gregg and Machine
Secretarial—Administrative
Secretarial—Data Processing
Secretarial—Fashion
Secretarial—Legal
Secretarial—Medical
Speedwriting
Stenographic—General Business

Tax Analysis and Preparation
Typewriting—Commercial and Statistical
Typewriting—General

## Vocational Schools

The expression *vocational objective* technically means *work or occupation goal*—whether that goal is the practice of oxy-acetelene welding or neuro-surgery. However, as indicated earlier, vocational education has, by sanction of long usage, been restricted to mean *trade* or *skill training*, usually requiring a shorter time range than technical and other forms of training. Nevertheless, the term vocational training, or more specifically *vocational school*, is often used to include trade, technical, self-improvement, home study and other types of schools. In fact, the Act regulating most of these schools (House Bill 1358—76th General Assembly) is legally called "an Act in Relation to the Regulation of Business and Vocational Schools."

If the term *vocation* is clearly defined as occupation—*any occupation*—then *vocational education* should refer to *occupational education*—any occupational education (as compared to liberal education)—and a *vocational school* a school engaged in preparing citizens for any occupation.

Actually, some of the "vocational" schools in Illinois, approved and licensed by the Office of the Superintendent of Public Instruction, are associated with conventional colleges and universities and are accredited to offer two-year associate degrees and four-year baccalaureate degrees in specialized occupational areas. Others, such as schools engaged in instruction for art, paramedical and advanced electronic occupations also feel the term "vocational" to be incongruous as the business schools felt when "licensed" by the Department of Education and Registration.

Types of private occupationally-oriented schools in Illinois, other than business and home study structures, may be classified as follows:

1) *Trade Schools* )
)
2) *Technical Schools* ) specializing in the electro-
) mechanical arts and sciences
3) *Trade/Technical* )
*Schools* )

4) *Art Schools* specializing in occupational objectives in visual and performing arts.

5) *Allied Health Service Schools* specializing in paramedical supporting occupations.

6) *Self-Improvement Schools* specializing in avocational courses or courses peripheral to specific occupations or general work areas.

**Trade Schools**

Trade skills were originally passed on in the father-to-son pattern. Later, the less personal, but necessary, apprenticeship systems developed. Beginning at the turn of the century, many young prospective employees (and employers) came to feel that productive knowledge and skills should be at least largely acquired before start of actual employment; and that learning on the job often required too much time. It was at this point that the private trade school emerged to help fill the gap left by the public school and conventional apprentice systems.

The Coyne Electrical Trade School, founded in 1899, prefaces its 1913 catalog with a statement reflecting the advent and purpose of the trade school:

> "Amid all the stupendous changes wrought by modern industrial evolution, none is more remarkable than the growth of the modern trade school.
>
> "It is but thirty-eight years since the first trade or technical school in America was established, yet so marvelous has been the progress of the movement and so rapid its growth that already, in but little more than a generation it has revolutionized the whole process of industrial training.
>
> "The apprentice system, coming down to us from the Craftsman and Guild workers of the medieval period, has practically disappeared in this country. That the system was well adapted to the age in which it fourished cannot be doubted. It produced some of the finest craftsmen the world has ever known.

> "But that age is gone forever. Its methods are no longer adequate to our times. The marvelous developments of the past century have changed the whole trend of industrialism. Learners are not now employed in the gigantic building operations of our times. The pace is too fast for them.
>
> "Modern industry cannot wait the long, tedious years of apprenticeship. It must have its trained men at once ready for immediate service, and it now looks to the trade school alone for its supply."

Many of the first independent Illinois private resident schools identified themselves as *trade schools*: Greer Trade School (now Greer Technical Institute); Allied School of Mechanical Trades (now Allied Institute of Technology); Coyne Electrical Trade School (now Coyne American Institute) are representative examples.

The change of name also indicated the transition and coupling of many of the original schools from trade to trade-and-technical programs. During the period from 1940 to 1970, the American labor market gradually shifted greater manpower emphasis from manufacturing to servicing occupations. Now servicing courses such as Air Conditioning, Refigeration, Heating, Electronics, Television, Programming, Computers, required longer and more technical curricula and instruction.

Also, the development of more extensive and controlled union apprenticeship programs, particularly in the building trades, virtually eliminated many trade courses such as bricklaying and carpentry, from independent private school programs.

Nevertheless, the State of Illinois has some 36 independent private schools essentially engaged in trade training, compared to 23 technical institutes and 5 combined trade and technical schools. The courses in these schools, combined with their home study counterparts, represent the highest percentage of job-oriented training sources for skilled workers in the United States.

A study made in 1963 reporting on the institutional training sources of 3,500,000 skilled workers* shows that the independent trade, correspondence and technical schools represented 27.3% of institutional training sources.

| Institutional Training Source | Number of Workers Trained (In Thousands) | Percent |
|---|---|---|
| Armed Forces | 1,882 | 23.0 |
| Apprenticeship | 1,880 | 22.9 |
| High School | 1,602 | 19.5 |
| Private Trade Schools | 1,013 | 12.3 |
| Correspondence Schools | 625 | 7.6 |
| Technical Schools | 607 | 7.4 |
| Institutional Training Sources of 3,500,000 Skilled Workers | 2,245 | 27.3 |

CHART 8

Trade occupations generally require a maximum degree of manual dexterity coupled with the know-how of a specialized work area. A minimum of analytical, creative and design skill is required. Trade training is usually shorter than technical training: many trade courses are six, nine and twelve months in length, as compared to the one to two year length of most technical courses. However, some trades, or special facets of trades, have developed demanding disciplines, and while they remain classified as "trades" require the skills and expertise of the technician and professional.

Tool and die making, sophisticated welding, model making, and layout are representative examples. For this reason, many trade and technical schools are combined; in this way a general occupational *area* may be treated in various world of work step-off points. For example, electrical or appliance repair, radio-TV service and electronic technician may represent three occupational stages of a trade/technical program. A student may drop out at the end of the first and/or second stage with job entry qualifications for a trade or semi-technical occupation: or, he may complete the third stage with technician qualifications.

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*Formal **Occupational Training of Adult Workers, Its Extent, Nature and U.S. Manpower/Automation Research Monography** No. 2, U.S. Department of Labor, Washington, D.C. 1964.

A list of principal courses taught in independent Illinois Trade Schools follows:

### Principal Courses Taught in Independent Illinois Resident Private Trade Schools

Air Conditioning, Heating & Refrigeration Service
Appliance Repair
Audio-Otometry
Auto Engine Testing & Service
Automatic Transmissions
Auto Mechanic
Auto Painting

Blue Print Reading
Body & Fender Repair
Building Construction—Contracting & Superintendence
Building—Plan Reading & Estimating

Caning & Weaving
Chef's Occupations
Communications Skills
Computer Operations
Cooking & Catering

Diesel Mechanics
Diesel Truck Mechanics
Digital Controls

Electrical Maintenance

Foundry & Mold Mechanic
French Cooking
Fundamentals of A.C. Electricity
Fundamentals of Electricity

Pattern Making
Precision Machine Tool Operation
Printing Management & Supervision
Fundamentals of Electronics
Furniture Refinishing
Furniture Repair

Graphics Communications
Grounds Maintenance & Landscaping

Heavy Equipment (Earth Moving)
Horology
Horticulture
Hydraulic Maintenance

Industrial Math

Keyline & Paste-Up

Letterpress Arts
Lithographic Arts

Machine Shop, General
Mechanical Maintenance
Modern Supervision
Motorcycle Mechanic
Motor Tune-Up

Needle Trade Operation

Shoe Repair
Shooting Preserve Management
Supervisory Skills

Tailoring
Technology of Steel Making
Tool & Die Making
Truck Driving

Upholstery

Waitress Occupations
Welding

### Technical Schools

The private technical school in Illinois is an offspring of the trade school. Almost all technical schools, including those which offer two-and-four year degrees carry some short term "trade" courses. When the development of theoretical knowledge requires more than 50% of a course schedule, the course is usually termed *technical*, rather than trade. The Illinois Veterans Approval Agency, a department of the Office of the Superintendent of Public Instruction which grants approval to qualified licensed schools (regardless of their governmental regulatory or licensing source) to accept veterans as students under various Federal laws, makes a sharp distinction between *trade* and *technical* courses. If a course has 50% or less theory, it is considered to be *technical*, and the veteran can attend 5 hours per day or 25 hours per week. The veteran benefits, however, remain the same whether he attends 25 or 30 hours per week.

Courses in the private technical school vary from one to two years in length. Diplomas are usually granted at the completion of one year courses. Associate Degrees are granted in many schools at the completion of a two-year technical course. Some schools are associated with conventional colleges and universities wherein liberal arts and other related subjects are taught to effect the completion of a four year college diploma. Accreditation by the Engineers Council for Professional

Development (ECPD) also lends prestige and educational status to four year Bachelor of Science Degrees offered by an Illinois technical school.

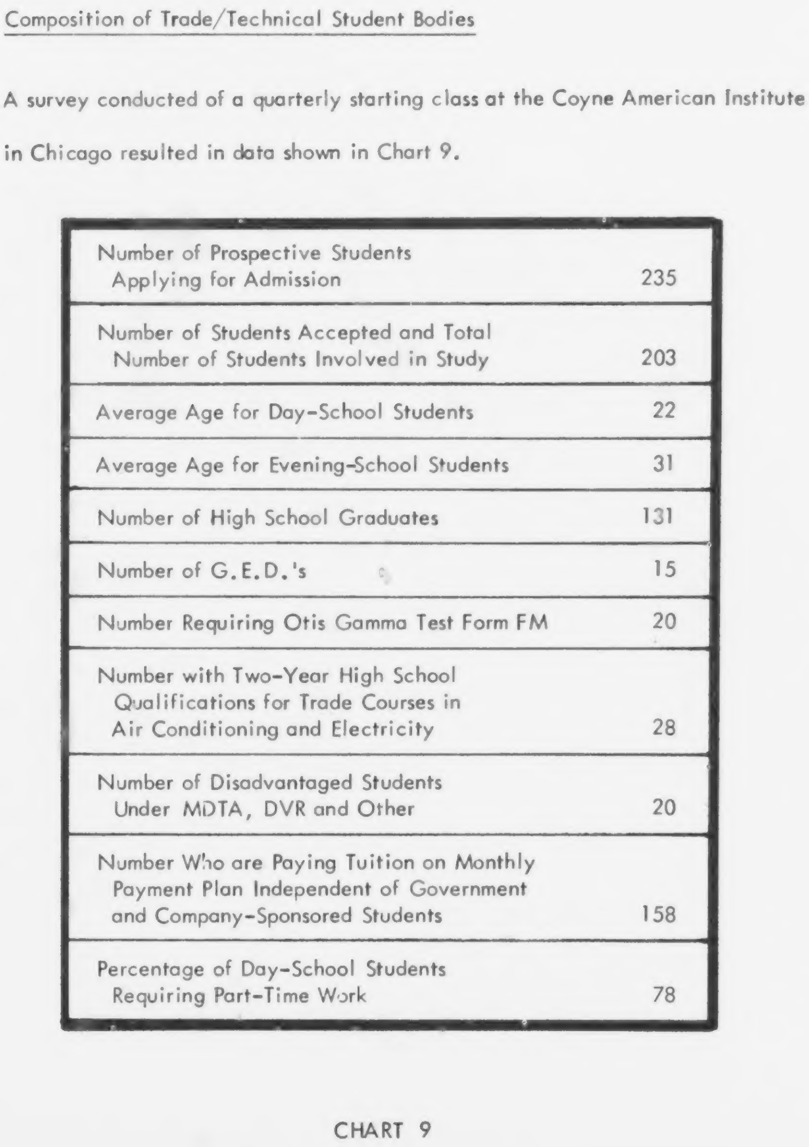
Nevertheless, the management of many independent private technical schools view their singular educational purpose and identity as essentially non-competitive to public and other school systems. For this reason, the offering of "degrees" in longer programs suggests a direction and parallelism *too close to other systems*. In no way does this mean that a degree program based on the solid, concentrated occupational objectives of the private school industry deviates from its traditional philosophy. Many leaders of the industry share the sentiment expressed by President Nixon in his March 19, 1970 message to the Congress. President Nixon said:

> "Too many people have fallen prey to the myth that a four-year liberal arts diploma is essential to a full and rewarding life, whereas in fact other forms of community college or technical training course—are far better suited to the interests of young people . . .
>
> "We should come to realize that a traditional diploma is not the exclusive symbol of an educated human being, and that 'education' can be defined only in terms of the fulfillment, the environment and the wisdom that it brings to an individual. Our young people are not sheep to be regimented by the need of a certain type of status-bearing sheepskin."

## Composition of Trade/Technical Student Bodies

A survey conducted of a quarterly starting class at the Coyne American Institute in Chicago resulted in data shown in Chart 9.

CHART 9



Composition of Trade/Technical Student Bodies

A survey conducted of a quarterly starting class at the Coyne American Institute in Chicago resulted in data shown in Chart 9.

| | |
|---|---|
| Number of Prospective Students Applying for Admission | 235 |
| Number of Students Accepted and Total Number of Students Involved in Study | 203 |
| Average Age for Day-School Students | 22 |
| Average Age for Evening-School Students | 31 |
| Number of High School Graduates | 131 |
| Number of G.E.D.'s | 15 |
| Number Requiring Otis Gamma Test Form FM | 20 |
| Number with Two-Year High School Qualifications for Trade Courses in Air Conditioning and Electricity | 28 |
| Number of Disadvantaged Students Under MDTA, DVR and Other | 20 |
| Number Who are Paying Tuition on Monthly Payment Plan Independent of Government and Company-Sponsored Students | 158 |
| Percentage of Day-School Students Requiring Part-Time Work | 78 |

CHART 9

## Characteristics of Students Who Choose a Technical Education

A recent research study (1972) conducted by The Conference Board* reflected the following personal characteristics of men and women who enroll in technician-oriented programs. The study included interviews with 1201 respondents who voluntarily inquired about the booklet "25 Technical Careers You Can Learn in 2 Years or Less."

1) Only one in five is female

2) The majority is between 16 and 25 years old

3) Citizens in urban areas are more likely to be attracted and motivated by technical career-oriented advertising
4) Persons living in small communities and rural areas, where there may be few, or no, technician—employing industries within a reasonable commuting distance, probably tend to be less attracted to a technical education

5) A father's occupation, used as a surrogate indicator of socio-economic status, suggests that men who enroll in technical education programs represent a cross section of the Nation: except

6) that sons and daughters of proprietors, executives, professionals and managers generally do not pursue a technical education

7) Citizens who explore the possibilities of pursuing a technical education are principally high school graduates (61%); a minority (35%) still attend secondary school; high school dropouts number 4%, but 6% of those out of high school.

8) Also, 8% of citizens who explore technical educational programs are unemployed and out of high school, and nearly 11% of those are in the labor force. People who are experiencing difficulty in finding a job are especially

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*Technical Education — Who Chooses It.** A research report prepared by Shirley H. Rhine—Conference Board Report No. 543, Published by the Conference Board, 845 Third Avenue, New York, N.Y. 10022. (1972)

eager to explore the possibilities of preparing for an occupational field where the future looks brighter.

9) Of 736 respondents interviewed, 15% had enrolled in a technical curriculum, four-fifths after they received the booklet.

10) Male enrollment was significantly higher (15%) than female (11%).

11) 34% of the respondents were 18 through 22 years of age and accounted for one-half of the enrollments, resulting in an enrollment rate of 25%.

12) 19% of the respondents were over 30 years old; 9% of them had enrolled and another one-fifth plan to enroll. This suggests that a significant supply of potential candidates for technical training may be available among those who wish to change careers, or among women who wish to enter the labor force for the first time, or re-enter after a period of time devoted to childbearing.

13) 11% of the males transferred to a technical course from other programs after receiving the booklet. This suggests that there may be a significant number of students in institutions of higher learning particularly in two-year community colleges, who are interested in switching from other majors to a technical curriculum.

14) Almost three-fourths of those who enrolled in a technical program were pursuing it at either a two-year college (47%) or a technical institute (27%), and 19% at a four-year college or university. The remaining 7% were attending a vocational-technical institute (5%) or a correspondence school (2%).

15) Three-fifths of the males enrolled in electrical, electromechanical, mechanical, data processing, medical and drafting.

16) Two-thirds of the females enrolled in data processing and medical programs. Practically no females enrolled in electrical and mechanical technologies.

17) 53% of the enrollees were employed (56% men, 38% women); 40% were not in the labor force; 7% were unemployed.

18) 16% of enrollees were out of high school and employed. Highest enrollment was associated with those holding jobs in the lower end of the occupational scale; i.e., operators, service workers and laborers.

19) A comparison of respondents who enrolled with those who did not indicated that members of the lower middle-class and working class families constitute the majority of vocational/technical students.

20) Items 18 and 19 indicate that highest vocational/technical enrollment rates are associated with those holding menial jobs and members of the lower socio-economic families—motivation for Americans striving for upward mobility.

Illinois has 23 technical and 5 trade and technical schools; although many of the 23 technical schools also contain a few trade courses.

Principal Courses Taught by Independent Illinois Resident Private Technical Schools

Air Conditioning, Refrigeration & Heating Technician
Architectural Engineering
Architectural Technology
Auctioneering

Bachelor of Electronics Engineering Technology
Basic Real Estate Principles
Blue Print Reading
Broadcasting Arts & Sciences

Civil Engineering
Civil Technology
Communications and FCC
Computer Technology

Development and General Purpose Data
Die Design
Digital Electronics
Drafting

Electrical Engineering

Electrical Technology
Electromechanical Computer Engineering
Electronic Data Processing for Managers
Electronics Communication
Electronics Engineering Technology
Electronics Instrumentation
Electronics Technician
Electronics Technology
Export & Import Traffic

FCC License Preparation
Fundamentals of Tool Design

Human Factors Engineering

Industrial Electronics
Industrial Engineering Technology
Industrial Organization/Management and Executive Development
Interstate Commerce Lae & Practice

Job Evaluation—Wage and Salary Administration

Labor Relations and Union Contracts
Laundry Management & Operation

Machine Shop Operations & Practices
Manufacturing/Process Engineering
Marine Power Technology
Mechanical Engineering
Mechanical Technology
Methods Engineering Simplification/Work MTA
Methods Time Measurement

Operations Research

Plant Layout, Process Charting and Material Handling
Plastics Mold Designing
Plastics Technology
Polygraph Operator
Production Planning and Control

Quality Control and Assurance

Radio & TV Technician
Ready Work-Factor
Real Estate Broker
Real Estate Sales

Shop Engineering Math
Solid State Electronics
Standard Costs, Estimating and Budgetary Control
Standard Data—Development & Application
Surveying

Technical Illustrator
Timestudy
Tool Design
Tool Engineering
Traffic Loss & Damage
Transportation & Traffic Management
Transport Economics
Travel Agency Technician

Value Engineering and Analysis

Wage Incentives — Selection,
  Installation and
  Administration
Work Factor Systems

## Art Occupation Schools

Actually, Illinois has a handful of ten art schools in all art categories. Three Chicago visual art schools and one interior design school represent about 90% of the private art school student body in the State (about 2,000 students). The performance record, stability and longevity of Illinois resident art schools makes them a welcome adjunct to the State's independent private school industry. The significant student population and employment history of the visual art schools also helps to make them an important branch of the independent private school industry.

These schools teach vocationally-oriented Commercial and Fine Art, Interior Design and Decoration, Lettering, Photography, Performing and related arts.

Licensed private music schools are non-existent in the State. Yet, columns of "music instruction" sources are listed in the Illinois telephone directories. When instruction is given on a single-student tutorage basis, no license is required under the regulatory Act. Some individual visual and performing art instruction is also conducted on this basis.

Like the business schools, the art schools would like to separate from the stigma of being "vocationally licensed" when the term *vocational* suggests manual trades (as it usually does).

The leading art schools feel that they should be regulated by an Act wherein they are considered and approved as "Art Professions or Occupations" rather than placed within "Business and Vocational Schools."

Since many of the art occupation courses are principally concerned with practice or studio, theory is generally closely integrated with hands-on application. For this reason, courses are considered by the Veterans Approval Agency to be "trade" oriented. Veteran students, therefore, are required to attend six clock hours per day for a minimum of 30 hours per week.

In Section I, a philosophy of independent private schools included an analysis of six potentials of students which formulated the basis for various degrees of occupational success. Great emphasis was placed on the *intelligence potential.* Although *talent* is not generally or necessarily linked to *intelligence,* there is a significant kinship between them. Talent, like intelligence, is endowed by nature on man, by random distribution, without regard to socio-economic, hereditary, cultural or geographic concern.

The meaningful tapping of student talent and intelligence potentials by the independent Illinois art schools has been a significant contribution to the citizenry—a contribution not fully acknowledged or perhaps equaled by other training systems.

Vocations in the arts are product-producing. Almost all man-made objects have had an artist or designer involved in their production (and those few that did not should have had).

Most occupations in the visual arts fall within three broad headings: Design, Painting and Photography.

Design is a very broad area ranging from product to advertising, and can include fabrics, automobiles, packages, displays, newspaper, magazine, and television advertising.

Industrial designers, interior designers, advertising designers and pattern designers are a few of the many design specialists.

Photography, both still and film, include many specialties such as the commercial photographer who may take portraits, photograph weddings or family events; the illustrator photographer who produces seventy percent of the illustrations for advertising, books, and fashion; the photojournalist who works for (or has his free lance work purchsed by) newspapers and magazines. Medical, industrial and fine art photographers are other occupations for the still photographer. The film-maker offers yet another avenue for photography. With industry and education making greater use of film for promotion, training and educational purposes than ever before, its future growth is assured.

Animation, cartooning, illustration, fashion (design and illustration) are occupational areas within the arts with a painting and drawing emphasis. Animation studios such as Disney's or Hanna and Barbera hire many artists and animators (and photographers) to create their movies that require twenty-four drawings for one single second of animation.

And most every ad on television uses animation in one form or another—from the letters jumping on or off the screen, to the stop-action movement of figures, to the completely animated cartoon. The movement of animation attracts the adult as well as the child.

Illustration ranges from technical drawings of machines that are not yet built to medical drawings and paintings of operations, microbes, and body schematics that could not be photographed. Fashions, books, ads and stories are all part of the illustrators' province.

The occupation of the layout man is related to the positioning and indicating how the elements in an ad should be arranged. Unlike the designer who begins with the concept for the ad and carries the ad through to its completion, the layout man deals primarily with sketches and ideas, and does not completely finish the ad himself. As an advertising agency art director, the layout man uses specialists for lettering, illustration, and photography, and a production man (to assemble and to prepare the finished ad for the printer).

At least three of the Chicago art schools have arranged cooperative four-year bachelors degree programs in cooperation with Chicago colleges and universities. However, the majority of programs occupy one to two years of intensified occupationally-directed instruction.

### Principal Courses Taught by Independent Illinois Resident Private Art-Oriented Schools

Advertising Art and Design
Animation — Filmmaking
Associate of Fine Arts

Bachelor of Fine Arts

Cartooning
Commercial Art

Dress Design

Fashion Merchandising
Fine Arts

Illustration — Fashion
Illustration — General
Interior Design

Performing Arts
Photography

Sign Painting
Show Card Writing

Window Display

**Allied Health Services Schools**

Illinois has only four licensed resident allied health service schools: one is engaged in the training of dental and medical assistants; another in the training of dental and medical technicians; two are approved for courses in electrolysis. Per population ratio, Illinois supports a very small percentage of independent allied health service schools. This may be due to two reasons: 1) the expanding influence of public and community colleges and hospital-supported training centers, and 2) the lack of an effectively organized independent private school program.

The term *paramedical* was originally applied to schools engaged in the training of supportive occupations to the medical and dental professions. However, the term paramedicine is no longer considered valid within the concepts of the American Medical Association. Due to its diversity, this field is now generally referred to as Allied Health Professions or Allied Health Services. Courses are generally divided into "assistant" or "technician" occupational objectives.

Courses in independent private schools are generally designed to be job-oriented towards the clinical and/or private practice areas rather than to institutional needs.

In some states, schools training medical and dental assistants and technicians are required to be approved by the Council on Medical Education and Hospitals of the American Medical Association. In other states, regulations and licensing are exercised by various state agencies, such as a Board of Health or a state board of medicine for massage, physical therapy and practical nursing schools. A board of dental examiners supervises schools engaged in the training of dental technicians.

The State of Illinois does not contain any licensed resident private schools offering physical therapy, massage or practical nursing. Medical and dental assistant and technician schools are licensed by the Office of the Superintendent of Public Instruction under the Act to Regulate Business and Vocational Schools. The agency also approves schools of electrolysis if the school does not fall within the Act for Regulating Beauty Culture (Cosmetology) Schools. In this respect, Illinois seems to act without the professional disciplines for approval of allied health service schools exercised by other states.

Schools may receive supplementary approval from the American Association of Medical Assistants and accreditation from the American Radiography Technologist International Medical Technologists.

The student bodies of these schools are essentially female in the medical-dental assistants and receptionist courses; the technician courses are about 60% male and 40% female; electrolysis students are essentially all female. The average age for day school students is 21, and 23 for evening school.

### Principal Courses Taught by Independent Illinois Resident Private Allied Health Service Schools

Crown and Bridge Technician

Dental Assistant

Electrolysis Technician

Medical Assistant
Medical-Dental Receptionist
Medical Technician

X-Ray Technician

### **Self-Improvement Schools**

The Office of the Superintendent of Public Instruction of the State of Illinois has licensed about thirty so-called self-improvement schools. Managers of vocational private schools have ambivalent feelings about self-improvement schools and courses. Some are considered as important adjuncts to occupations; others are considered to be strictly avocational. In either case a course may be considered self-improvement from a general educational sense or from a strictly practical, professional view. For example, the ability to write and speak more effectively may be considered to be a significant social attainment. The same ability has often been considered as a definite business or occupational asset.

The Act regulating private business and vocational schools states that the curriculum must consist of

> "subjects of general education when they contribute values of *self-improvement* or add to the skill and ability of the individual and also to the objective to the course of study whether by in-residence, correspondence, or home study."

Thus, in the range of the Act, *self-improvement* is considered to be vocationally oriented and not avocational.

In this case, all licensed self-improvement school courses should be tangent to employment objectives, or existing occupations.

This is not always the practice, however. For example, courses in French cooking are strictly avocational, designed expressly for housewives who have no intention of commercializing the skill. Some courses in writing, conversation, self-image development, and the like are more directly concerned with general self-improvement of the individual and are not fundamentally orientated to the world of work. Nevertheless, the connecting thread is often very fine, and it is sometimes difficult to completely divorce personal and social advantages from job procurement and advancement.

The three Illinois Berlitz Schools of Languages* train about 1200 students per year in foreign language conversational skills. Some students, principally men, study for the purpose of developing expertise in foreign trade and commerce; more often, women study foreign language conversational skills as a preparation for foreign travel.

Many self-improvement courses are concerned with the elevation of literacy, numerical and urban living skills; others are concerned with motivational and image development: none of these courses may be strictly considered as vocationally oriented; although all help to contribute to the formation of a more meaningful basis or preparation for further vocational study and advancement.

*In process of being licensed by OSPI at this writing.

## Principal Courses Taught in Independent Illinois Resident Private Self-Improvement Schools

- Air Careers
- Arithmetic, Elementary
- Arithmetic, Elementary (advanced)
- Arithmetic, Intermediate
- Arithmetic, Primary

- Business (Clerical)
  - Figure Clerk
  - Medical Assistant
  - Secretarial
- Shorthand, Accelerated
  - Shorthand, Extended
  - Typing

- Chicago Youth Government Employment Project
- Civil Service Preparation
- Conversation, Advanced

- Dale Carnegie Course
- Dog Grooming, Advanced (for shop owners)
- Dog Grooming, Basic

- English Improvement

- Fashion Merchandising
- French Cooking

- GED In-Service Plant Training
- GED Preparation

- Languages, Conversational
  - English
  - French
  - German
  - Greek
  - Italian
  - Japanese
  - Russian
  - Spanish

- Math Improvement
- Modeling
  - Charm & Modeling (Mini-Misses)
  - Finishing & Modeling, Advanced
  - Finishing & Modeling, Basic
  - Finishing & Modeling, Personalized
  - Modeling, Convention
  - Modeling, Professional
  - Photo Techniques
- Self-Improvement & Charm

- Personal Development

- Reading
  - Elementary
  - Elementary (advanced)
  - Improvement
  - Intermediate

- Salesmanship
  - Advertising
  - Auto Selling, Introduction to
  - Business Ethics
  - Business Law
  - Department Profit Controls
  - Economics, Principles of
  - Finance
  - Fundamental Salesemanship
  - Human Relations—Supervisory
  - Insurance
  - Management
  - Marketing
  - Psychology of Management
  - Retail Automobile Dealership

Retailing
Role Playing
Sales Techniques
Selling, Philosophy of
Time Management

Stocks & Securities
  AMEX Allied Member
  AMEX Branch Manager
  AMEX Regulatory Representative
  NASD Regulatory Principal
  NASD Regulatory Representative
  NYSE Allied Member
  NYSE Branch Manager
  NYSE Regulatory Representative
  SECO Regulatory Representative

### Video Tapes, Usage of
### Self-Improvement—Leisure Time Activities

As the populace of the country mounts, the disposable income is increasing and, equally important, workers are enjoying more and more leisure time. Business executives, union members, professional men and women and other workers are facing early retirement. The individual owning his own business and operating it as long as his desire dictates and his health holds out is rapidly disappearing from the American scene. Work life is becoming increasingly institutionalized in corporations, hospitals, universities, and other large organizations where a common policy is to establish a top age limit to staff members.

Whatever that age may be, individuals reaching it differ in capabilities and outlook. In the interest of fair play to all, however, retirement is often mandatory, regardless of the individual's wish.

In Illinois leisure time is prolonged and early retirement is becoming the rule; new determinations, therefore, are being made upon education and training. While not presently directly related to the Illinois private school industry, labor unions, for instance, are beginning to recognize the problems faced by their members. One union has enrolled several hundred participants in eight weekly sessions devoted to *planning for retirement*. For other members there are weekly free classes in music, painting, photography, dancing, woodworking, and other arts and crafts.

In the changing socio-economic structure in Illinois, large housing community centers are being established for the elderly. Special educational and training activities are found to be necessary and meaningful therapy for our aged citizens. A whole new area of training ingenuity presents itself to the ingenious educator.

For the more affluent, independent private specialty schools are in the vanguard in meeting the new demands for instruction in leisure time activities.

While this facet of the private school industry has not yet been fully explored and developed, it promises a new and interesting arena.

### Home Study Schools: Numbers of Schools and Students

Forty-six Illinois private home study schools are approved and licensed by the Office of the Superintendent of Public Instruction. These schools have been included in the directory of private business and vocational schools, for they fall into this general category by the language of the Regulatory Act.

Ownership or "parent" schools are listed; however, some parent schools may have several subsidiaries. For example, some of the larger schools accredited by the Accrediting Commission of the National Home Study Council have several divisional schools, often under different names, which are not contained in the directory. According to the National Home Study Council, thirteen Illinois parent schools or owners listed in the directory control 33 separate schools.

Of the 46 independent home study schools, at least 11 conduct home study *and* resident courses separately, but within the same organization; thus, only 35 schools are engaged solely in home study. Moreover, some 8 schools combine home study with resident training, one acting as an integral educational supplement to the other.

The 46 parent home study schools include 33 of the 188 National Home Study Council accredited schools in the United States (about 18%). The active student population of the National Home Study Council Schools is well over 1,500,000. Accredited Illinois home schools alone contribute close to 450,000 or (30%). Other private home study schools have an estimated enrollment of about 100,000 students, bringing the total enrollment in Illinois private home study schools to 550,000 students.

A study conducted by the National Home Study Council in 1970, directed to approximate the number of adults engaged in home study education and training, is summarized below.

During 1970 at least 5,013,630 persons were studying with all types of institutions offering courses by correspondence. This figure is the result of a survey of private home study schools, federal government and military organizations, colleges and universities, religious groups, and business and industrial firms and associations.

Of the 900 organizations contacted by the NHSC, 355 provided information for the survey. The schools which responded reported a student body during 1970 of 4,741,101. Based on previous experience with the schools which did not respond, the NHSC estimates an additional 277,529 students. This brought the national total to 5,018,630.

The following table shows the student body and the new enrollments for 1970 as reported by the different categories of schools. In each instance the student body figure is larger than the number of enrollments, which reflects the fact that many courses require several years to complete and a number of students are carried over from previous years' enrollments.

CHART 10

| | Number of Schools Reporting | 1970 Student Body | 1970 Enrollment |
|---|---|---|---|
| NHSC Member Schools* | 156 | 1,630,128 | 649,913 |
| Other Private Home Study Schools | 99 | 220,069 | 140,579 |
| TOTAL Private Schools | 255 | 1,850,197 | 790,492 |
| Federal and Military | 23 | 2,185,701 | 1,851,493 |
| Colleges and Universities | 53 | 312,592 | 234,212 |
| Religious | 13 | 323,720 | 307,717 |
| Business and Industry** | 11 | 68,891 | 43,671 |
| TOTAL OF ALL SCHOOLS | 355 | 4,741,101 | 3,227,585 |

Survey requests were also sent to major correspondence schools throughout the free world. Replies were received from 42 schools in 20 countries. These schools had a total student body of 796,867 and 480,041 new enrollments during 1970.

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*All schools reported.

**Many firms prefer to contract for courses already offered by accredited home study schools, rather than preparing and conducting their own correspondence courses. About 10,000 of these contracts are in effect with NHSC member schools.

Patricia Marshall, assistant editor of **Manpower**, an official publication of the Manpower Administration of the U.S. Department of Labor, indicates in the March, 1970, edition that over 5,000,000 Americans were enrolled in correspondence courses in 1969—about two-thirds as many students as attend all U.S. colleges and universities.

The age, occupation, and course of study of correspondence students are varied, but most have one thing in common: their studies have a vocational purpose; they learn to earn and/or to move up the military, government, and civilian job ladders.

Dr. August Bolino of the Catholic University, in his recent (1972) survey of private home study schools, has included 85 parent or ownership entities representing 185 schools from the National Home Study Directory.

Thirty-one of the 85 ownerships responded. The following information was obtained: The responding schools had an active student population of 622,684; this figure related to a total national active student body of 1,500,000 in accredited schools. Of all of the 622,684 students covered in the survey, 87.3% were engaged in vocational courses directed to specific employment objectives.

## Home Study—Origins

Although correspondence instruction began later in the United States than in Europe, the needs giving rise to it were basically the same: 1) the traditional classical curriculum found in most institutions of higher learning restricted education to training for entrance into the professions, and 2) the elitist conception of higher education denied higher learning to all but a select few. The adult education movement, including the development of independent private schools, the university extension movement, and the correspondence study movement, can all be seen as a response to these problems, and reflects an attempt to broaden or break down the restrictions of the traditional curricula as well as to extend educational opportunities to wider groups at a time when the Industrial Revolution increasingly required more specialized and advanced education and training. Second and third Industrial Revolutions resulting from technological advancements are and will continue to demand retraining and change of many employment objectives.

## Original American Development (1728)

Perhaps the first home study program in America, as recorded in Section I, was originated by one Caleb Phillips of Boston in 1728.

Caleb, the master of a new method of teaching "short-hand," demonstrated the constancy of employment change and the need to motivate citizens by encouraging men and women to better themselves through training. He advertised in the contemporary newspapers:

> "Any person desirous to learn this art may by having several lessons sent weekly to them be as perfectly instructed as those that live in Boston."

In this respect, the originators of home study in America began to break rigid academic conventions. First of all, education and training systems were not to be considered unchangeable. Also, meaningful innovation, spurred by the principle of competition, was demonstrated to be as good for education as it was for commerce. Why, they asked, should a profit-seeking entity not be attached to the service of training? Is there something especially sacred and hallowed about education and training that prohibits profit for service? Does it not exist under even tax supported circumstances?

About 14 years after Caleb Phillips began home study training in Boston, William Gaugh of South Carolina was teaching business by "the London Method whereby youth may be qualified for business by land or sea."

## Developments in Home Study Education(1865)*

Prior to the discovery of colonial enterprise, it was believed that the "mother" of American correspondence study was Anna Eliot Ticknow, daughter of a Harvard University professor, who founded and ran the Boston-based Society to Encourage Study at Home from 1873 until her death in 1897. The idea of exchanging letters between teacher and student originated with her and monthly correspondence

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*Correspondence Study, **A Summary Review of the Research & Development Literature** by David E. Mathieson, Published by the National Home Study Council, Marich, 1971, Washington, D.C.

with guided readings and frequent tests formed a vital part of the organization's personalized instruction. Although the curriculum reflected the "classical orientation," it is interesting that most of her students were women, a clientele then only beginning to demand access to higher education. Although enrollment seriously declined during the Society's final years of operation, this seemed due more to the founder's insistence on working "quietly" and avoiding publicity than to dissatisfaction with the quality of instruction.

## Early Illinois Contributions (1874)

The second agency to offer correspondence instruction was an established denomination institution: Illinois Wesleyan University, which in 1874 began offering nonresident courses to prepare students for university examination. Correspondence instruction could lead not only to Bachelors' degrees but to the M.A. and Ph.D. as well. However, the Illinois Wesleyan program apparently failed to convince its critics that its correspondence program was the educational equivalent of its regular program, and faced with the reality that some institutions of higher learning refused to recognize a degree granted wholly on study done by correspondence, the University Senate of the Methodist Institutions decreed in 1906 that all colleges in the federation had to phase out their correspondence programs in 1910 (13:16-20).

Many educators at the time, however, recognized the need for broadly based nonresident education, and stimulated by the Illinois experiment and more particularly by the Chautauqua movement, banded together in 1883 to form the Correspondence University with its base of operations in Ithaca, New York. The Correspondence University had neither a state charter nor the authority to grant degrees. Designed to supplement the work of resident institutions and not to replace them, it soon died primarily because of loose organization (6:14-15).

## Illinois "Fathers" American Home Study Education

The real "father" of American correspondence instruction and the person most responsible initially for its acceptance as a method was William Rainey Harper. As a young teacher at Baptist Seminary in Morgan Park, Illinois, Harper was distressed by the inability of some students to take his courses because of the limited facilities available. Such was the demand that the Seminary gave him permission to offer summer courses and when some students were still unable to attend, this led to the idea of correspondence courses in 1881 (25:27). As his reputation grew, Harper's services were sought by other instituitons interested in his correspondence experiments. Having already organized a school of languages at Chautauqua (1879), he was instrumental in getting that institution to adopt correspondence study as its method of instruction in 1882 (30:8-10).

From Chautauqua, Harper moved to Yale University (1886) as Professor of Semitic Languages, taking the correspondence language school with him (later known as the American Institute for Sacred Literature). When in 1890 he became the first President and organizer of the University of Chicago, he incorporated into its design several features new to university organization including university extension, university press, and university affiliated programs. A key feature of the university extension division was its Correspondence Study Department (later renamed to Home Study Department) which served the public continuously until it closed in 1964. The following extract from Bittner and Mallory's "classic" history of early American Correspondence study gives the flavor of this pioneer department:

> In the University of Chicago Calendar, the purpose of the Correspondence Department was defined as:
>
> 1) to prepare students at a distance for residence work
>
> 2) to guide those already having resided at the University desiring to pursue their studies further
>
> 3) to aid grammar and high school teachers and all teachers who have had only a partial college course
>
> 4) to help instructors in other institutions who desire assistance and advanced study
>
> 5) to aid ministers and bible students

6) to help college and university students who are compelled by circumstances to reside in the university the shortest time possible

7) to help all wishing to prepare themselves for admission to the University.

All students were matriculated regularly in the University, were admitted to courses if they desired credit, by the regular University Examiner on entrance credits, and might take 18 of the 36 majors demanded for a bachelor's degree through the Correspondence Department. President Harper's plan for Chicago included integration with the residence program whereby as many as possible of the courses given on the campus should be duplicated for the off campus student. Experience shows that nearly every subject can be taught at long range. A comparison of the successive annual announcements of the home study and of the residence departments will show a fairly constant ratio between the offerings of each. The probable demand for a course is a large factor in determining whether or not it will be offered. Other controlling factors are the necessary library and laboratory facilities. These needs are increasingly met by loans.

The first year there were 82 students in the Correspondence Department and 39 courses were offered by 23 instructors. At the time of Dr. Harper's death in 1906, the number had grown to 1,587 students, 297 courses, 113 instructors; and in 1929-30 to 6,100 students, 459 courses and 145 instructors.
President Harper said, "Whatever a *dead teacher* may accomplish in the classroom, he can do nothing by correspondence" —thus the most alive teachers are a necessity for success —but also, "if a *student* is lacking in earnestness, ambition, appreciation, aliveness, he can do nothing by correspondence. Either he will remain as he was in the beginning and fail."

. . . In addition to the service to off campus students, the Home Study Department is continually assisting those on the campus, 1) by providing a means of completing residence courses necessarily dropped because of illness or calamity, 2) by enabling those whose obligations, financial or domestic, preclude attending

> certain prescribed or preferred courses, to get them at the proper time instead of waiting perhaps a year, 3) by accommodating those whose program would be disarranged because two desired courses come at the same hour, 4) by affording a means of repeating, along with a reduced residence program, in thoroughgoing fashion a course which in the first instance was not satisfactorily pursued. As an illustration of these services, so far this year, the different deans at the University of Chicago for good and sufficient reasons have given two hundred and three students permission to pursue home study courses concurrently with residence work. During 1928-29, two hundred and forty-eight, who were obliged to drop out of their residence courses before the end of the quarter, finished them under the auspices of our Home Study Department (6:21-24).

### Home Study Concentration in Chicago

Chicago became, and essentially remains, the "home-study city." This situation has come about for the following reasons:

1) The geographic position of Chicago as the railroad and mail crossroad of the nation made the city especially adaptable to the advertising and servicing of correspondence study.

2) As the Home Study Industry grew nationwide, a strong nucleus of schools were organized in Chicago.

3) These schools, while related to the National Home Study Council, developed a progressive intercity professional relationship that help to lend credence, standards and substance to the rapidly expanding means of education.

### An Overall View of Home Study (Positive and Negative Views)

In 1970, Miss Patricia Marshall, assistant editor of **Manpower Magazine,** published by the U.S. Department of Labor, Manpower Division, delivered in her article **Training by Mail** an impartial view on the state of the correspondence training art.

Last year more than 5 million Americans were enrolled in correspondence courses—about two-thirds as many students as attended all U.S. colleges and universities. By age, occupation, and course of study, correspondence students are a varied lot. But most of them have one thing in common: Their studies have a vocational purpose; they learn to earn. Most of those taking mail courses hope to move up military or civilian job ladders, enter a different occupation, learn a work skill, or update their training to keep pace with technological change.

Neither snow, nor rain, nor heat, nor gloom of night stays the postal delivery of correspondence school lessons. Some 15,000 courses, many of them duplicating each other, are on the market. Through the mails, people study accounting, aeronautical engineering, algebra, architectural design, auto body repair, basic English, carpentry, computer programming, criminal identification, fiction writing, insurance law, millwrighting, municipal administration, nuclear instrumentation, plastering, salesmanship, surveying, typewriter repair, tool and die making, traffic management, welding, waterworks and sewage plant operation, and other vocational, avocational, and academic subjects.

The largest purveyor of correspondence education is the Federal Government, led by the Armed Forces. More than a million servicemen and women take career-oriented courses and, through the U.S. Armed Forces Institute, another 350,000 study academic subjects that range from elementary through college levels. All told, military personnel make up over 60 percent of the people who study by mail.

Next in numbers of students are private schools selling home studies to the general public. With a few exceptions they are in business to make a profit. The National Home Study Council, an organization with a membership of 122 such firms, reports that 800 private schools it surveyed had a student body last year of more than 1.6 million people. Statistics on the private sector are incomplete. There are many small schools not reached by surveys, and there seem to be quite a number of schools that are difficult to locate because they resort to frequent changes of their names and bases of operation to avoid regulatory authorities.

Colleges and universities also market correspondence studies, and labor unions, trade associations, religious groups and nonmilitary branches of the Federal Government develop such studies to serve their own needs.

Correspondence schools started up in the U.S. toward the end of the 19th Century. One of the earliest, now a multi-million dollar enterprise, grew out of efforts of jobseekers to meet a requirement of Pennsylvania mine safety legislation that all mine inspectors and superintendents pass a qualifying State examination. A small town newspaper editor, who first agitated for mine safety measures and then promoted them, printed booklets to ready applicants for the test. Booklet lessons were followed by questions to guage the readers' grasp of their subject matter, and answers were sent to the newspaper, where they were corrected and graded.

### Emphasis on Job Training

Success in this venture led to a correspondence course in coal mining with sections on mining legislation, coal geology, mining methods, mine surveying and mapping, and—to shore up an important but often weak area—arithmetic. The entire course sold for $25, and students had up to 3 years to complete it. Soon added to the curriculum were courses for people who worked above ground: Steam engineering, electricity, architecture, plumbing, sheet metal pattern drafting, civil engineering, heating, bookkeeping, stenography, and English. Such studies made it possible for ordinary people, many of them immigrants, to work for a living at the same time that they equipped themselves to earn a better one.

Correspondence schools have maintained the heavy emphasis on job preparation that attended their birth. Most Armed Forces instruction of this kind is closely related to military requirements. All but a few member schools of the National Home Study Council teach subjects with a strong blue collar coloration or are in clerical, sales, applied science, or service fields rather than in purely academic ones. The practicality of subject matter is pointed up by school advertising and brochures with such messages as: "Train for a Job with a Future!" and "Opportunities Unlimited for Qualified Personnel," and "The Future Belongs to the Man Who Prepares for It."

Industries most often use correspondence studies for apprenticeship training. Currently in effect are more than 10,000 company agreements with private home study schools.

Republic Steel Corp. has used mail studies for apprentices since 1947, according to H. J. Kirkstadt, supervisor of employment and recruiting. These studies are now used in a number of company plants for training machinists, tool and die makers, electricians, roll turners, and mechanical and electrical draftsmen.

To pay for the course, an apprentice has $10 a month deducted from his pay for 4 years. The company provides a supervised classroom to give apprentices a quiet place to study on company time, and at the end of their apprenticeship, if they are still at Republic, they receive a bonus which more than covers the cost of lessons.

At present, 226 apprentices are in the program. Of some 340 graduates who still work for the company, 20 percent are now in supervisory positions.

"These studies are well adapted to our needs," Kirkstadt said. One apprentice at a time may begin training. He does not have to wait for a group to form, nor does he have to work on the same shift with other apprentices. What's more, he is able to progress at his own speed through the course."

The company is spared the need to hire teachers and correct and grade test papers, responsibilities of the correspondence school. A disadvantage of the system, Kirkstadt said, is that apprentices do not have a chance to discuss their lessons in a classroom situation and must wait for the mails to bring an answer to their questions from an instructor at the school.

A number of unions run their own correspondence courses for apprentices. The International Typographical Union (ITU) began putting its imprint on this training method more than 50 years ago. Today each ITU apprentice working in a commercial job shop or on a newspaper must finish 10 volumes of correspondence studies prepared by the union's education bureau. Studies are correlated with daily shop work to help the apprentice master all fundamentals of his trade. Completed lessons are sent to the education unit for correction and grading, then returned to the student. The local labor-management committee, which keeps tab on his progress, gets a copy of the scores.

### New Techniques Taught

Seven years ago, ITU Local 101 in Washington, D.C. was instrumental in starting a special correspondence course for printers. Supplied by a private school, the course trains printers in the operation and maintenance of electronic equipment that is being used with increasing frequency to set type through photographic processes. It is open to ITU members, both journeymen and apprentices, throughout the country.

The International Printing Pressmen and Assistants' Union of North America currently has 5,500 apprentices using correspondence studies teamed with job experience. An apprentice selects one of nine correspondence subjects to tally with the type of press operation or related work that is his specialty. Lessons are free and mailed at regular intervals during the apprentice's 4-year indenture. An examination board, elected by the local union, corrects and grades unit tests.

To help keep up craft standards, the national lathing industry's joint apprenticeship program less than 2 years ago developed a course of correspondence studies. If local unions in the program have as many as 10 or 12 apprentices, they use the course's five volumes of textbooks in classroom sessions led by trained instructors. Otherwise, the same texts are used as individual correspondence courses. This assures that all apprentices cover the same ground.

Craftsmen and foremen make a more extensive use of correspondence courses than any other civilian group. They make up more than a third of all students, according to "Correspondence Instruction in the United States," a recent study done under the Correspondence Education Research Project (CERP) financed by the Carnegie Corp. and published by McGraw-Hill. Professional and technical workers come next with half as many students, followed by managers, officials, and clerical workers with only a few.

Nearly 20 percent of the veterans and servicemen using the GI Bill's educational benefits do so by mail, but they must get approval for each course from a State agency, generally the Department of Education, and their enrollment must have vocational objectives. They might avoid costly mistakes by talking to potential employers or the nearest State employment service office.

Many correspondence school students, it appears, may be limited in training opportunities by where they live as well as by the need to find training that fits into busy, working lives. The Carnegie report says that nearly half the adults taking correspondence courses live in areas with less than 50,000 population, and few live in large cities.

On the basis of salary, use of correspondence schools is highest among people in $4,000-$6,000 a year brackets—as indication, the report says, "that correspondence instruction has earned the reputation of being a poor man's school." But the report makes it clear that it takes a special kind of poor man to benefit from this type of instruction, for it points out that:

- The worker who studies at home may have to cope with disruptive noise and activity and find it hard to study.
- Mail lessons rely largely upon one means of communications—the written word—and not all people learn equally well from materials in this form.
- Student motivation and persistence must be extremely high.

"Nonstarts," people who sign up for courses but fail to complete the first lesson, are common in correspondence instruction. The dropout rate, students who complete some lessons but fail to finish the course, also is high. Some private home study schools report a 70 percent dropout rate and there is a 90 percent rate in some business and industry courses. Universities lose about 27 percent of their correspondence students after one lesson. Not surprisingly, student motivation is ranked by private home study schools as their most severe problem, and university and military course directors also put it high on their lists.

But for some people—determined students signing up with quality schools for courses that meet well-defined and realistic goals—correspondence courses may offer a great deal. School dropouts complete high school studies through the mails. Electronic engineers keep up to date on solid-state device parameters, integrated circuits, pulse techniques, and other techniques of their trade. Military men about to retire prepare for civilian occupations, and housewives complete interrupted college studies or take courses to prepare themselves for a job outside the home. Bank employees study accounting, commercial law, trust department services, and savings and time deposit banking to prepare for management positions. Many people have studied by mail, learned what they set out to learn, and gained tangible benefits.

Satisfied students cite as advantages of correspondence instruction its access ("as close as the nearest mailbox"); page ("all students do not learn at the same rate, and individuals do not learn all subjects with equal ease"); flexibility ("students can control study time to fit around hours of other activities"); selectivity ("the student studies and pays only for what he wants and not for subjects that might be required by a college or other educational institution"); and individuality ("each student is in a class of one and has his instructor's complete attention").

In courses where equipment is essential for learning, home study schools supply kits so that students can carry out exercises and tests on a kitchen table instead of in a shop or lab. Obviously, these kits must be fairly simple and inexpensive and do not provide the kind of laboratory experience that takes place in high schools and colleges.

Study by mail has some booby traps for the unwary. The Carnegie report warns: "The correspondence instruction market is wide open to fraudulent operators. Anyone or any group can become a correspondence instruction supplier." It notes that the need for regulation lies primarily within the broad range of private home study schools: "When profit is the main objective, the risk of fraudulent operation is high."

Regulation of correspondence schools comes under State jurisdiction, but a number of States have not set standards for these schools or have minimal license requirements, with the result that they may attract dishonest enterprises. Among these are so-called "diploma mills" which award worthless certificates. Some schools pass out doctor of philosophy, doctor of psychology, and other degrees after a course lasting only a few months.

Some schools make misleading statements about course content and employment opportunities. They may suggest that graduates will earn from $12,000-$13,000, without explaining that years of experience are necessary to get this salary in the occupation covered by the course. Schools sometimes mask the fact that they sell correspondence courses by running advertisements in "Help Wanted" columns which suggest an offer of employment; salesmen using a hard-sell approach work on people answering ads. Or schools may simply sell enrollments and offer no lessons of any kind.

Federal agencies have some weapons to use against such schools. The Post Office Department investigates complaints of alleged mail fraud and turns findings over to U.S. attorneys. The Federal Trade Commission has authority to halt unfair methods of competition and unfair or deceptive acts or practices in commerce. Often this involves time-consuming procedures, and in the interim a lot of people can be badly hurt.

The FTC constantly receives complaints from students who have been misled by sales pitches, and warns prospective students and their counselors to be especially on the alert for verbal misrepresentations by correspondence course salesmen. An FTC attorney also advises full understanding of any contract provisions for cancellation and refunds of fees and tuition because contracts are commonly sold to a third party. This action leaves students without legal defense against the third party even when they are disappointed in the course and want to drop out of it or when the school fails to hold up its end of the contract.

### Accrediting Standards Set

William J. Cotter, Chief Postal Inspector, says that the Post Office Department has investigated 385 correspondence schools in the past 6 years, and 120 criminal indictments for mail fraud were returned by Federal grand juries. Sixty-one individuals were tried and convicted in this period. Cotter says that in closed cases where fraud was proved and people were convicted, or in borderline cases where schools discontinued operations without convictions, students and parents had spent roughly $22 million for instruction. Much of this money came out of the pockets of people least able to part with it—and willing to make great financial sacrifices to qualify for better jobs. Sometimes whole families were talked into signing up for worthless courses.

Fraudulent practitioners also hurt legitimate, profitmaking schools that try to offer honest value in the courses they sell. To build public trust and recognition and to promote sound standards and ethical practices in the home study field, several quality schools some years ago formed an association, the National Home Study Council (NHSC). To gain association entry, schools must pass inspection by NHSC's Accrediting Commission, which is listed by the U.S. Office of Education as a nationally recognized accrediting agency. Each school accredited by the commission must meet these standards.

### Boost in Quality Urged

Nearly any subject can be taught in part by correspondence, and many subjects lend themselves to teaching entirely by this method, according to the CERP study. But the CERP report warned that suppliers of home studies must correct some serious deficiencies in their product if they would continue to have an important role in U.S. education.

Text materials and quality of instruction of many schools must be improved, the report said. The researchers recommended that home study texts be prepared and marketed commercially like those used in public schools and colleges. Competent instructors should be especially trained to teach correspondence studies.

The report also recommended that a national examining university be organized to set standards for correspondence courses, provide accreditation, and test and validate student educational experience—however gained—in units acceptable to the academic world. This would meet practical needs of students outside the formal education system and enable them to get validation for purposes of employment, promotion, certification, license, or entrance to college.

The CERP study found that with high quality in home study courses, and the special advantages that such studies hold for many people, correspondence instruction can play a useful part in meeting modern day needs for lifetime education, training, and retraining.

Accounting
Advertising
Agriculture
Air Conditioning
Aircraft Drafting
Algebra
American Literature
Appliance Servicing
Appraising, Real Estate
Architectural Drafting
Architecture
Arithmetic
Auto Body & Fender
Automation
Automotive Work

Baking
Biology
Blind, Courses for
Blueprint Reading
Boilermaking
Bookkeeping
Braille
Bricklaying
Brokerage, Real Estate
Building Construction, Estimating & Maintenance
Bus Driving
Business Administration
Business Law
Business Writing
Calculus
Carpentry
Carpet Installation
Chemistry
Child Care
Civil Service Examination Preparation
Clerical
College Level Courses
College Preparatory
Commercial
Communications, Human Relations
Communications Technology
Computer Programming
Computers, Electronic
Concrete Engineering
Construction
Contracting, Building
Controllership
Cost Accounting
CPA Coaching
Credit & Collections
Criminal & Civil Investigations

Data Processing
Dental Office Assisting
Die Design & Making
Diesel Engines
Disease Classification
Drafting
Drawing, Freehand (see Drafting
Dressmaking & Design
Driver Training

Electrical Drafting
Electricity
Electricity, Automotive
Electronics
Engineering
Engines & Engine Tune-Up

English
Estimating, Building
Etiquette
Eye Care

Fashion Design
FCC License Preparation
Filing
Finance, Business
Fingerprinting
Food Service & Administration
Forging
Foundry
French

Gardening
Geography
Geometry, Plane & Solid
Government, American
Grammar
Graphic Arts
Grinding

Handicrafts
Health
Heat Treating
Heating & Ventilation
Heavy Equipment, Operation & Maintenance
High School Subjects
Highway Transportation
History
Home Economics
Home Repair
Hospitality
Hotel Management
House Planning
Housekeeping, Hotel & Motel
Human Relations

Identification
Income Tax

Instrumentation
Insurance Accounting, Fire
  Fire & Casualty
Insurance Accounting, Life
  Life
Interior Decorating
Internal Combustion Engines
Investigation, Civil &
  Criminal
Investment, Real Estate
Investments & Savings
Invisible Weaving

Job Evaluation
Journalism

Landscaping &
Gardening
Lathe
Latin
Law, Business
Law, Claim Adjuster
Law, Insurance
Law, Police Officers
Law, Trust Officers
Leadership
Legal Secretary
Letter Writing
Literature

Machine Drafting
Machine Shop & Trades
Management
Management, Small
  Business
Manufacturing Methods
Marketing
Masonry
Mathematics
Mechanical Drafting
Mechanics, Automotive
Medical Record Science &
  Medical Terminology
Medical Secretary
Medical Transcription
Merchandising
Metallurgy
Motel Operation
Motor Fleet Operation
Motor Tune Up
Motors & Gererators

Nuclear Energy

Office Practices &
  Management

Pattern Making
Personal Development
Personnel Management
  Administration
Photo Coloring
Photography
Physical Therapy
Physical Therapy
Physics
Physiology & Health
Pipe Fitting
Plastering
Plumbing
Production Management &
  Control
Profit Planning & Control
Programming, Computer
Psychology
Public Speaking

Radar
Radio
Rate Clerk
Real Estate
Refrigeration
Report Writing
Restaurant Management
Retailing
Rigging
Roof Framing & Trusses

Safety Training
Salesmanship
Science, General
Scientific Massage
Secretarial,
Servicing, Appliances
Sewing
Shaper
Sheet Metal
Shop Mathematics
Shop Practice
Shorthand
Slide Rule
Social Science
Social Security
Sociology
Sound Technician
Spanish
Speedwriting Shorthand
Spelling & Vocabulary
Steam Fitting
Stenotype, Machine Shorthand
Stock Market Science & Technique
Structural Drafting
Supervision
Tax Procedure
Telegraphy
Television
Tool Making & Design
Tractor Maintenance & Design
Traffic Management
Transistors
Transportation
Trigonometry
Truck Driving
Trucks, Maintenance & Repair
Typing

Upholstering

Ventilation

Watchmaking
Welding
Wiring
Woodworking
Writing

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## Personal Service Schools (Barbering and Cosmetology)

Barber and Cosmetology schools, licensed by the Illinois Department of Education and Registration, form the principal source for manpower in these occupations.

Barbering is the male counterpart of beauty culture, and the occupations almost always require separate training institutions.

Student barbers are required by the State of Illinois to complete a course covering 1872 hours, usually scheduled for 8 hours per day for 46 weeks.

When the student is qualified upon completion of his prescribed course, he applies for, and is tested for, acceptance as a licensed apprentice barber. He is required to serve an apprenticeship of 27 months, whereupon he is again tested to qualify for his registered barber license. This license permits him to work as a journeyman or to open and operate his own shop.

Student barbers are given both theoretical and practical training. They study the anatomy of the scalp, face and neck; elementary dermatology and bacteriology; sterilization and standard hygienic procedures. They learn the mechanics of their craft, including haircutting, shaving, shampooing, massaging and the use and maintenance of equipment.

The art of barbering has changed in recent years from the technique of straight barbering common to the "establishment" or old guard to the hair styling common to youth and young adults. The decline of business has been felt by those shops who catered to repeat haircuts every two weeks. New styles have hair groomed at longer periods of time, from three to four weeks.

Nevertheless, while many older barbers are not renewing their operational licenses, barber schools do not report a decline in enrollment. The change from straight barbering to hair styling is tending to change the art, requires greater skill, and demands higher individual revenues.

Five to ten years ago, barbering was almost totally a male occupation. With the advent of hair styling, more women are entering the occupation. One of Chicago's largest barber schools reports a current female enrollment of 35%.

In addition to regular courses in barbering, several of Illinois' 24 schools have included special classes on Mondays (the barbers day off) for advanced courses in hair styling.

Barber schools have represented a fine working arrangement between independent private school associations with highly organized union structures. However, until 1972, these schools had no source of accreditation. This year, the National Association of Trade and Technical Schools has accredited five qualified barber schools. The decline in barbering over a 10 year period is reflected in the 1960 statistic of 200,000 barbers as against 180,000 in 1970.*
Over one-half of graduates become proprietors of their own shops, or work in partnership with one other barber.

Based on 1970 figures: Apprentice barbers earn between $85 to $125 a week plus tips; journeymen earn between $150 to $175 with tips; and experienced barbers earn about $250 a week.

Changes to hair styling from straight modern barbering in 1972 is expected to increase barber earnings up to 25%.

Illinois has licensed about 150 Cosmetology schools through the Department of Education and Registration. A comparison between the number of barber schools (24) and the number of cosmetology schools (150) indicates the greater need expressed by women for the personal services of beauty culture.

The Beauty Culture Industry is multi-billion dollar in scope. The Statistical Abstract of the United States (1964), United States Department of Commerce, Bureau of Census: Table 1192 (p. 838) showed some 250,000 cosmetologists employed about ten years ago. The 1972 **Occupational Outlook Handbook** indicates that the number has virtually doubled (485,000) by 1970.

*__Occupational Outlook Handbook__ 1963-1972

Cosmetologists are paid on a commission basis, salary and commission, or straight salary. Experience, speed, charisma, and effectiveness regulate compensation anywhere from $65 to $90 a week for a beginner, up to $300 a week for a top operator.

Most of the beauty salons are small, employing from 1 to 3 workers; very few have over 15. The employee turnover is very high, over 30%. There are almost 100,000 replacements annually. Thus Illinois, with about 150 schools graduating some 15,000 students, accounts for 15% of the national replacement and new employees required by expansion.

The Illinois Law requires that approved schools of beauty culture administer courses of instruction consisting of not less than 1,500 hours extending over a period of not less than 9 months.

Upon completion, students are required to take examinations in beauty culture theory and practice. Upon successful completion of these tests, the applicant may apply for a license to practice cosmetology. Only an eighth grade education is required for entrance. Enrollments of schools vary: Smaller schools average between 50 to 75 students; larger schools contain student bodies of 250. These entrance prerequisites and school sizes are also applicable to barbering schools, although few barbering schools exceed 100 students.

Until recently beauty culture was a vocation mainly for women, with a ratio of about nine women to one man. As in the case of barbering, this ratio is now changing: the trend is about 7 women to 3 men in beauty culture, and 3 women to 7 men in barbering.

Beauty culture training takes place in classrooms, workshop and salons. Lectures, discussions and demonstrations are given on related anatomy, physiology, cosmetics and hygiene. Students learn the mechanics and techniques of scalp and facial treatments, shampooing, hair coloring, make-up, manicuring and related aspects of feminine beauty culture.

When the subject of electrolysis is taught in beauty culture schools, the art is covered by license offered by the Department of Education and Registration. However, at least two schools in Illinois which specialize in electrolysis have no relation to the Department of Education and Registration, and are approved and licensed by the Office of the Superintendent of Public Instruction under the Act to Regulate Business and Vocational Schools.

## Commercial Driving Schools: Truck Driving and Heavy Equipment Operators

Some 91 schools are licensed by the Illinois Office of the Secretary of State for the training of automobile drivers. This office also licenses five occupationally oriented truck driving schools. American trucking is a giant industry with well over 15,000,000 trucks on the road, hauling well over three quarters of the nations' freight and providing employment for close to 700,000 over-the-road drivers. The average wage of a common truck driver was over $200 per week in 1970: Drivers for Class i Common Carriers grossing over $1,000,000 per year averaged well over $12,500 per year. More experienced drivers earn considerably more depending on such factors as mileage covered, hours worked, types of loads, pick up and delivery schedules, etc.

The number of independent private truck driving schools has been gradually expanding to meet the growing need. Students receive instruction in manipulating large vehicles in restricted, closed quarters, as well as on the open highways. Instructions include safe driving practices, care of equipment and freight, traffic and freight handling and rules and regulations in compliance to federal, state and local regulations.

As in so many trades that were once the refuge of the unskilled and unschooled, technical/trade training is now a necessity in truck driving.
Illinois schools are now training thousands of men each year, and the trend is growing. Shortages of skilled heavy equipment, earth-moving and construction machine operators has initiated courses in independent private schools to help meet this need. A conventional course includes a maximum of field demonstration, instruction and participation, with minimal theoretical classroom instruction. Instruction includes the mechanics, operation and maintenance of cranes, bulldozers, power shovels, graders, shapers and other equipment typical of the trade. Aside from the specialized knowledge and skills necessary to control and operate large, expensive and complex machines, students are also taught how to read and interpret

topographical maps, measure and layout slopes and angles, and other important practical phases of topographical and civil engineering.

Illinois has pioneered in the development of both truck driving and heavy equipment course development. Many courses are structured to combine practical training with a minimum of course preparation through home study.

In 1970, over 310,000 heavy machinery operators were employed in the United States. These men work primarily as excavators, graders, and road machinery operators. Their salary and wage structure varies with company, union and geographic location. For example, a crane operator in the South averages over $5.00 per hour and $9.00 per hour in the North.

A complete Heavy Equipment Operator and Mechanic Course taught at Braidwood, Illinois, constitutes 2320 hours of instruction and includes the following principal subjects: Basic Engines, Fuel Injection and Carburization, Engine Tune Up and Trouble Shooting, Air Conditioning and Refrigeration, Drive Trains, Brakes, Chassis, Heavy Equipment Operation and Mechanics, Trailer and Fifth Wheel, Hydraulic Systems, Construction Equipment, Preventive Maintenance, Back Hoe, Drag Lines, Shovels, Clamshells, Hook Crane, Dump Truck, Bulldozers and Crawlers, Tractors and End Loaders (rubber tire and tractor), Embankment Digging, Self-Propelled Scraper and Motor Graders.

Illinois schools have trained men in heavy equipment operation from almost every state of the Union as well as from several foreign countries.

## Auto Driving Schools

The Secretary of State has approved and licensed 91 Commercial Driver Training Schools. Twenty-six of these schools are also approved by the Office of the Superintendent of Public Instruction to train youth, usually in special contractual arrangements with tax supported public school structures.

The licensing is facilitated by the Division of Inspection of the Secretary of State's Office. Inspections and relicensing of schools is mandatory each year.

Many driving schools charge between $12 to $16 per hour of instruction. The Law requires a *minimum* of 6 hours of classroom lecture and demonstration and 6 hours of actual behind-the-wheel instruction.

The Regulatory Agency specifies rather rigid requirements for physical facility, training aids, curriculum, instructor and training vehicle inspection standards. The Division of Investigation hoefully plans to be staffed so that monthly inspections of all licensed schools will be possible in the near future.

Generally, all auto driving schools are not classified as vocationally oriented institutions, yet in the concept of modern society, especially in many facets of the world of work, the ability to safely operate an automobile becomes a necessary, if not indespensible function. When the degree of fatality and serious physical impairment resulting from automobile accidents is considered, the art of skillful driving has a directly proportional relationship to the nation's productivity. Licensed chauffeurs, taxi drivers and bus operators require special additional occupational training not generally covered by the conventional commercial driving school.

### Pilot Flight and Ground Schools

The State of Illinois has about 86 certified Pilot Flight and Ground Schools. This is the only group of licensed schools not directly regulated by a State of Illinois Agency. Certification and approval of Pilot Flight and Ground Schools is facilitated by the Department of Transportation of the Federal Aviation Administration. There are two state relationships, however; the Illinois Department of Aviation does inspect the local airports upon which many private flight schools operate, and private schools which desire to train veterans under the various Veteran Educational Bills must receive special approval from the Veteran Approval Agency of the Office of the Superintendent of Public Instruction.

Operators of many of the Illinois Pilot Flight Schools interviewed in this study state that the majority of their students desire to learn how to fly for pleasure and for business transportation purposes. The latter reason has become more and more significant. The changing nature of our economic structure calls for increased personal contact between corporate, business and government personnel who are geographically separated by distances too far for automotive and too near for conventionally scheduled commercial aircraft.

The independent private flight and ground schools in the State of Illinois, like their related business, trade and technical, commercial driving, barber and cosmetology counterpart groups hope to develop a single confederation which represents each of the separate independent private school segments.

During the course of this study, the Voice of Illinois Aviation, a statewide organization of Pilot Flight and Ground Schools, expressed special interest in the formation of a state confederation of private schools. According to members of the Illinois Voice of Aviation, between forty to fifty thousand Illinois citizens are directly or indirectly associated with aviation; and present indications make evident further growth and influence of this segment of state development.

In addition to the two primary training functions of Illinois Pilot Flight and Ground Schools, they represent an additional, unique position: they are virtually the sole source of independent institutional preparation of airline pilots. The **New York Times** of June 21, 1964, stated that 8,000 of the 14,000 members of the Air Line Pilots Association will retire by 1984. Military pilots who were a main source of civilian pilots are gradually being replaced by unmanned missiles and/or are electing to remain in larger numbers as career members of the military. The independent private Pilot Flight and Ground Schools therefore, are certainly destined to become increasingly important in fulfilling the skilled employment demands of an expanding industry.

The function of the private flight school will increase in its necessity to prepare students for the Federal Aviation Agency license and rating tests that are required for any type of flying.

> **Occupational Outlook Handbook** 1963-64 ed., U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C., p. 558 states: Airline captains must have an "airline transport pilots" license; many pilots and co-pilots, subject to FAA regulations must have an "instrument rating" and special ratings for the specific

type and class of planes they fly. Pilots and co-pilots not employed by the airlines must hold a "commercial airplane pilot's license" and individuals who fly private planes must hold a "private pilot's" license.

The number of training flying hours depends on the type of license required. For example, about 67 hours are required for a private license: the instructor operates dual controls for part of the time: other time is allotted to solo flights.

Ground school curricula is geared to standard approved procedures and schedules coordinated with each flying objective. About 125 hours are assigned to civilian regulations, meteorology, aerial navigation and radio, general service and safety practices and basic instrument flying.

Each Illinois school is certified by the Federal Aviation Agency for one or more of the following ratings:

Primary flying school
  airplane
Commercial flying school
  airplane
Instrument flying school
Flight instructor school
Primary flying school
  helicopter
Commercial flying school
  helicopter
Primary flying school
  glider
Commercial flying school
  glider
Basic ground school
Advanced ground school

In the last section of this study a directory of all certified Illinois Independent Private Schools contains an alphabetical listing of Pilot Flight and Ground Schools certified by the FAA for one or more of the ratings given above.

A well organized, carefully inspected, controlled and disciplined curricula is assigned to each class of certification.

## SECTION IV

# The Independent Private School: Operations and Management

### Organizational Systems

Independent private schools operate on the foundation of one of three forms of ownership: (a) proprietorship (sole ownership), (b) partnership, and (c) a corporation. Corporations may be of three types: (a) a closed corporation where stock is distributed to a few controlling stockholders, usually the original founder and proprietor, or partners, and/or principal operating members; (b) the school may be owned as a subsidiary of a larger publicly-held, stock traded corporation; and (c) the school may be classified by the Internal Revenue Service as a non-profit business entity.

Some representative examples of the larger independent resident schools in Illinois are the DeVry Institute of Technology, the Allied Institute of Technology, Greer Technical Institute, Coyne American Institute and the Chicago Technical College. These schools are owned respectively by Bell & Howell Company, Inc.; International Telephone & Telegraph (ITT); Ryder Systems, Inc.; Vocational Advancement Services, Inc.; and Chicago Technical College by a "closed" corporation.

Representative examples of the larger independent home study schools in Illinois include LaSalle Extension University, owned by the Crow-Collier Corporation; Allied Institute of Technology Home Study, owned by the International Telephone & Telegraph; Greer Technical Institute Home Study owned by Ryder Systems, Inc.; Commercial Trades Institute, owned by Montgomery Ward; Advance Schools—an independent closed corporation; American Schools—a not-for-profit corporation; American Accountants Society and DeVry Home Study are subsidiaries of the Bell & Howell Company, Inc.

A study made in 1968-69 of 128 NATTS schools showed that 80 percent were organized as business corporations, 8 percent were non-profit organizations; and less than 15 percent were organized as single ownership or partnerships. The percentage of schools acquired by larger corporations is continuing to increase and some authorities expect that 85 to 90 percent of all independent private school students will be enrolled in subsidiaries of the larger corporations by 1980.

Private schools generally find it advantageous to incorporate when their enrollments become comparatively large. Thus the larger schools in Illinois, with few exceptions, are subsidiaries of publicly-held corporations. Generally, the size of the school is representative of the size of the controlling corporation. For example, the Moser School (business) and The Bryman School (allied health), with student populations of less than 400 students, are owned by a special subsidiary of the Life of Virginia Insurance Company. Only the smaller schools generally with enrollments under 250 students are proprietary.

### Management Structures

Originally, almost all of the Illinois schools were single proprietorships or partnerships. When this was the case, the management of the school was usually placed in the hands of the proprietor. Sometimes the proprietor was essentially a businessman—other times he was a craftsman, artisan and sometimes an educator. Success usually depended upon the coordination of educational and business expertise, one failing without the other.

Thus a businessman quickly realized the importance of procuring the services of a competent craftsman or technician oriented educator to manage the educational functions of his business. Conversely, the competent educator soon realized that he could not keep his head above water unless his organization was supported by adequate business administration and expertise. Historically, schools founded by educators without business expertise failed or floundered, for it was more difficult to procure competent business skills than educational expertise.

Too often, the skilled tradesman, craftsman or technician who founded a school "tinkered" too much in the technical/-

mechanical aspects of the operation. Neglect of business management and eventual failure resulted. The larger schools in Chicago were founded by educationally-oriented *businessmen* who recognized the need of and hired educational and marketing expertise. From time to time university-oriented educators tried their hand in the Illinois Private School industry. A history of their experience generally showed failure. University-oriented business administrators also did not always "alloy" to the peculiar chemistry of the independent private school business.

Originally, the owner or proprietor of an independent school was called the president of the school, as is true with most businesses. When single ownerships and partnerships expanded to closed corporations, officers were elected along business corporation lines. Later, as the larger schools incorporated and became subsidiaries of large publicly-held corporation, the title of *President* was generally changed to *Director* or *Manager*. Under the general school Director is a *Director of Training* or a *Director of Education*. The director of education is responsible to the school director and his functions are related to faculty, curricula and related affairs.

A *Director of Marketing or Sales* is responsible to the school director. His primary functions include advertising, sales development, control of sales representatives, statistical analysis of advertising, leads, and closures (enrollments) and related matters.

Most of the larger schools also retain a *Director of Student Services*. The director of student services sometimes reports to the director of education, but more often to the school director. His functions include student counseling, housing, undergraduate and graduate job placement, compilation and storage of student records, and matters related to government and veteran agencies.

A *Chief Accountant* or *Controller* reports to the director of the school. His functions are to prepare profit and loss statements, tax preparation, budgeting, payroll, and to generally control and supervise the financial affairs of the institute. Usually, a department directly under the supervision of the chief financial officer is directly in charge of student financial records and tuition collection procedures.

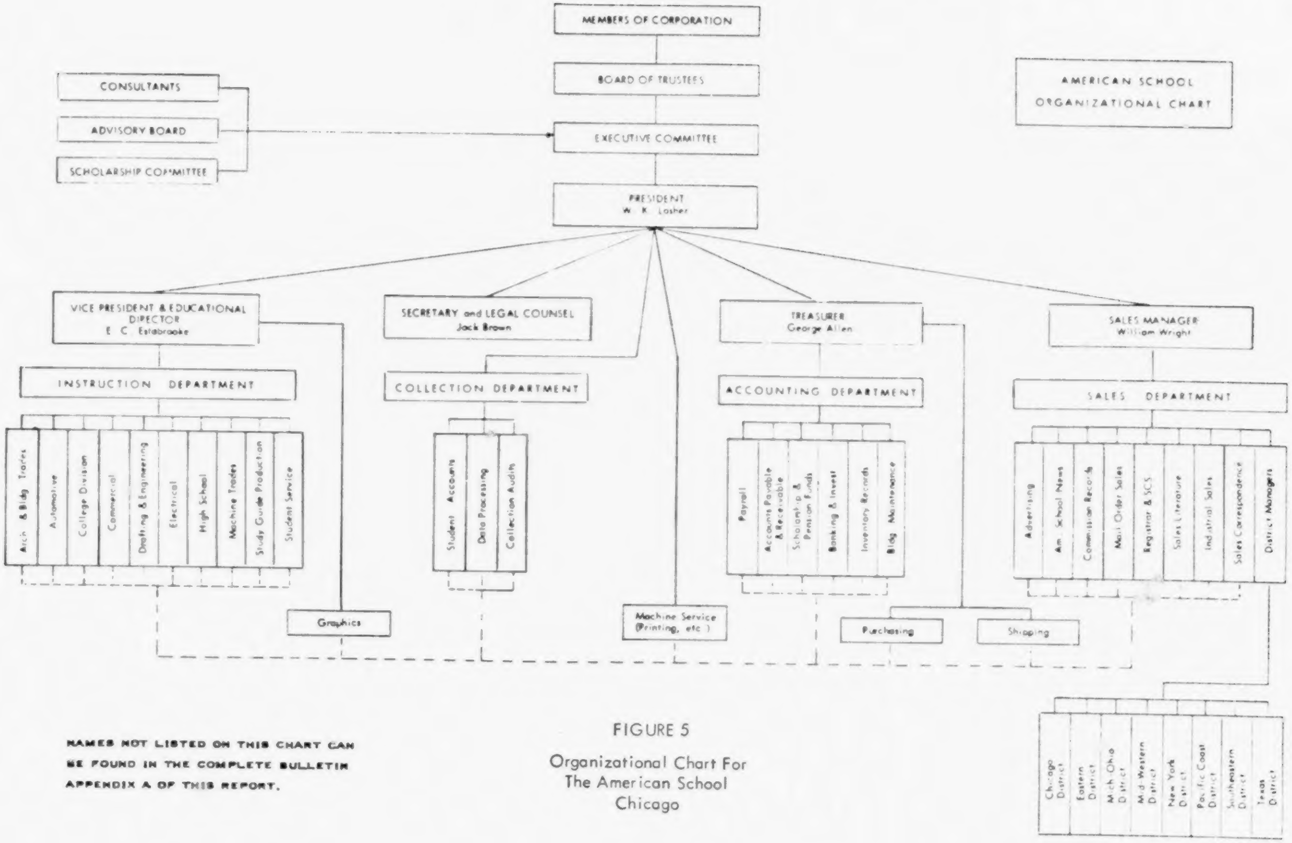
In most schools owned by large corporations, the accounting department has a line responsibility to the director of the institute and a staff responsibility to the corporate headquarters. Responsibility to the corporate headquarters is usually directed to the president of the school corporation or its treasurer.

When organizations are smaller, several of the primary functions may be carried by one individual. Thus the president of one school may also be the sales manager. The educational director of another school may also be the director of student services, etc.

When many of the larger American corporations began acquisition of private schools, they attempted to apply organizational and other operational corporate procedures to their newly acquired school systems. This practice had many unfortunate repercussions. The peculiar operating characteristics of the private school industry did not always conform to systems proved successful in other industries. It thus became necessary for the corporations to readjust operations in a manner wherein they conformed more to traditional school practices. To this date, transition, and experimentation is continuing and, perhaps a new interesting and meaningful dimension may be added to the scope of the independent private school industry.

The relationships between department heads in the independent private school industry seem to be more intimate and coordinated than that experienced in many larger tax-supported institutions. Operational decisions may be made by the school director with rapidity and without excessive red tape and board of trustee's review. This, then, reflects one of the original advantages of mobility typical of the private school system, and hopefully will only be subject to minor modification by larger corporate practice.

Large schools as home study establishments which service over one hundred thousands of students per year and facilitate the individual grading and correcting over 3,000,000 examinations in less than twelve months, have developed sophisticated managerial and organizational structures. An organizational chart representative of such a school is shown in Figure 5. A breakdown of the overall administrative functions of various divisions of private home study school, the Advance Schools, is shown below.


AMERICAN SCHOOL
ORGANIZATIONAL CHART
MEMBERS OF CORPORATION
BOARD OF TRUSTEES
EXECUTIVE COMMITTEE
CONSULTANTS
ADVISORY BOARD
SCHOLARSHIP COMMITTEE
PRESIDENT
W. K. Losher
VICE PRESIDENT & EDUCATIONAL DIRECTOR
E. C. Estabrooke
SECRETARY and LEGAL COUNSEL
Jack Brown
TREASURER
George Allen
SALES MANAGER
William Wright
INSTRUCTION DEPARTMENT
Arch & Bldg Trades
Automotive
College Division
Commercial
Drafting & Engineering
Electrical
High School
Machine Trades
Study Guide Production
Student Service
Graphics
COLLECTION DEPARTMENT
Student Accounts
Data Processing
Collection Audits
Machine Service
(Printing, etc.)
ACCOUNTING DEPARTMENT
Payroll
Accounts Payable & Receivable
Scholarship & Pension Funds
Banking & Invest
Inventory Records
Bldg Maintenance
Purchasing
Shipping
SALES DEPARTMENT
Advertising
Am. School News
Commission Records
Mail Order Sales
Registrar & SCS
Sales Literature
Industrial Sales
Sales Correspondence
District Managers
Chicago District
Eastern District
Mich-Ohio District
Mid-Western District
New York District
Pacific Coast District
Southeastern District
Texas District

NAMES NOT LISTED ON THIS CHART CAN BE FOUND IN THE COMPLETE BULLETIN APPENDIX A OF THIS REPORT.

FIGURE 5

Organizational Chart For
The American School
Chicago

VICE PRESIDENT—MARKETING

The Vice President—Marketing is charged with the responsibility of securing enrollments in the quantity and quality the School dictates, and has the responsibility of recruiting sales employees and seeing to their management and training in an effective manner.

VICE PRESIDENT—EDUCATION

The Vice President of Education is charged with the responsibility of upgrading present courses, developing new programs, doing all correspondence with students and all communication with students.

TREASURER—

The Treasurer is responsible for seeing to it that appropriate funds are available to meet the cash requirements necessary to operate the business.

CONTROLLER—

The Controller is responsible for the paying of all liabilities of the corporation, keeping records of all money transactions of the corporation, and coordinating budget preparation and monitoring.

SENIOR DIRECTOR—EDP

The Senior Director of Data Processing is responsible for the operation and development of computer systems software that meet the on-going and future needs of providing business information to the company.

EXECUTIVE DIRECTOR—PURCHASING/PRODUCTION—

The Executive Director of Purchasing/Production is responsible for the procurement of all goods the company consumes in its business activities, and disbursement of those goods to students and employees at appropriate times and in appropriate quantities.

DIRECTOR OF PERSONNEL—

> The Director of Peronnel's responsibility is to secure qualified personnel to meet the needs of the company in employing high-level employees. He is also charged with the responsibility of maintaining records on all personnel the company has presently employed or has employed in the past.

CHAIRMAN—EXECUTIVE COMMITTEE—

> The Chairman of the Executive Committee reports to the President. The Responsiblity of the Committee is to take direction from the President and establish those directions and goals in which the various positions reporting to the Executive Committee are to proceed.

ASSISTANT CORPORATE COUNSEL—

> The Assistant Corporate Counsel reports to the Office of the President and is responsible for development of contracts and the review of all leases and contracts to which the company has intentions of committing itself.

GENERAL COUNSEL—

> The General Counsel is an outside legal firm on retainer which reports to the Office of the President. The General Counsel's primary responsibility is to offer advice on all legal matters pertaining to the company.

The above list of positions are those which cover the overall operations of Advance Schools. The statement of responsibility are general and do encompass all those activities in which the company is involved.

A study of these organizational systems reveals a number of intimate similarities to conventional educational systems; also, the accountability required by conventional industry as to marketing, produce some necessary modifications. Close relationships to budgets, costs, and justification of expenditures related to profit yield may also add some generally interesting, and perhaps welcome, views to school administration.

## Operation: Instructional Systems

One of the initial reasons for big business to actively participate in the independent private school industry was that their socio-economic research indicated the continued and expanding need for specialized, job oriented education. With few exceptions they retained the singular identity of the independent private school industry—separate and non-competitive to conventional educational systems. Thus, successful courses are still directed by many corporations to realistically meet job objectives for students who are least motivated, least talented, and have minimal prerequisites. The structure of a particular course is specifically structured to a job objective with consideration to diversity of student potential and capability.

On the other hand, more demanding courses—such as drafting, machine design, tool and die design, electronic technology—extend for longer periods of time (up to two years) with training requirements practically equal to the practical instruction given in the first two years of engineering in many colleges.

A new dimension is placed on the further development of trade and technical courses structured on the so-called "ladder" principle. Walsh & Selden in *Vocational Education in the Secondary School* described it this way:

> There is a place in the vocational-business school program to provide for the varied needs of all pupils—the above average, the average and the marginal.

For example, an above average pupil might prepare to become a stenographer; an average pupil might prepare to become a bookkeeper; and a marginal pupil might prepare to become a file clerk.

As noted elsewhere in this study, this philosophy has been used in private schools for many years, probably from their very origin. Private school administrators have learned that it is very difficult to measure natural potentials by conventional testing techniques, particularly when the prospective and/or new student has not acquired adequate communicative tools and manipulative skills. At the point that the prospective student may be attracted to enter a program requiring especially demanding skills (as in the tool and die making trade) neither he nor the school are quite convinced that he has the capability and potential to successfully achieve this job objective.

In many cases, the student begins his training with the ultimate goal of preparing for job entry in tool, die, jig and fixture making. The course is structured with intermittent employment objectives; thus the student with least potential may drop off at the lower stage of the program and perhaps qualify as a machine operator. He may satisfactorily continue to a second stage and qualify as a job entry machinist, or if he is totally qualified, graduate to the original maximum job entry level. In other programs, if the student cannot qualify as an electronic technician, he may be a radio-TV serviceman; if not, a draftsman; perhaps a tracer.

The ladder principal in successful independent private schools presupposes that all men in accordance with the Law of Variation have different levels of capability and potentials; and that since job-oriented training is the school's prime objective, it will make a serious effort to find a program level suited to the diversity of the student.

In all cases, course content is designed to be closely connected with a specific phase of the world of work. This relationship becomes a prime motivator both for students who learn best in concurrent work/study situations and for students who find the postponement of rewards difficult to accept.

The successful independent school makes every effort to simulate actual work conditions and environments. In many schools (as in paractical industry), the word *theory* and the physical environment of a conventional classroom are seldom used. To lend a more practical sense of actual work conditions, lectures in many schools are given in the shop while students are seated on stools or standing around actual machines and operating equipment. The verbal instruction is given concurrent with instructor demonstration, sometimes with student participation. In this way, *theory* becomes an integral part of hands-on training and participation.

While the procedure appears to be casual, in many cases, every step and procedure has been carefully planned, timed and tested for effectiveness with professional instructional follow-up and reinforcement. Often a "briefing" session is conducted on the shop or lab floor wherein an overall view of the assignment or "job" is given, often with the help of a portable blackboard, charts, and/or two-dimensional instructional "check sheets". Overt behaviorism is expected by the student by anticipation of actual participation in machine and/or equipment operation and by the completion of check sheets at various stages of the lecture-demonstration.

In many instances, training programs are designed to include work on the kind of actual equipment that a student may expect to find on the job. In almost every automotive school in Illinois, much of the course requires repair work on body and fender, conducted on actual autos and trucks provided by private persons. No charge is expected for the students' work (supervised, of course, by the instructor); some schools expect some reimbursement for materials and supplies.

In some cases, as in radio and television repair where it is difficult to procure live equipment, the school "bugs" demonstration sets to simulate actual work conditions.

Private schools have been innovators in changing academic terminology to more closely parallel world of work semantics. For example, the word *pupil* is *never* used since this term suggest an academic, non-occupational association: an enrollee is called a *trainee* or *student*. The word *subject* is often substituted by the word *course*. In fact, an entire program is generally called a course. And *texts* are often referred to as *manuals*. Often the word *training* is substituted by *work*. A *job number* often substitutes the designation for a specific *assignment*. The word *shop* is frequently used in place of *laboratory*. I many trade courses the words (but not the subjects) such as *mathematics*, or *literacy*, or *English* are totally eliminated—the subject matter is so clsoely integrated with practice that they are referred to as *tools* related to shop *know-how*. Progressive independent schools consider necessary levels of literacy (numbers and words) as basic *vocational* tools.

In many schools, students are given assignments on *job tickets*, simulating the kind of communication they will receive in actual trade practice. In one course offered by a Chicago school in air conditioning, refrigeration and heating the student is given a *job order* and a *serviceman's report*. When he has finished his work assignment, he will complete the serviceman's report, noting the appropriate areas related to *troubleshooting, materials and supplies, time required to complete the job, cost,* etc. Encouragement is extended to the instructor to express ingenuity in the design of training vehicles to simulate actual job conditions and environments.

The independent private school very quickly learned, without benefit of conventional research programs, that instruction in trade and technical training can be vacilitated more successfully when course content was broken down into short, sequential units. Each unit designed to help assure success by the trainee. Thus, each single accomplishment offered a reward which helped to develop an additional motivation impulse to succeed in progressively more complex units of study. Actually, many effective motivational teaching devices were empirically developed and used by independent private schools for a considerable period of time without general acknowledgement by the educational community.

**Instructors**

A few main differences between private and conventional faculty lies in the following:

a) The private school instructor is seldom protected by tenure.

b) He is rewarded directly on performance rather than on scheduled reviews of service based on time.

c) He is taught to consider his students as "clients," or perhaps "customers-of-training," rather than "charges" imposed upon him by a public system.

d) He is hired more on the basis of practical experience or achievement rather than on completion of conventional academic programs.

e) He is often evaluated on the basis of his ability to "hold" students' interest through continued motivation, based on the theory that each student's individual potential and talent is subject to be "tapped."

f) Often he is handicapped by lack of knowledge and training in the art and science of teaching—a skill separate from trade and technical skill.

g) Often he is handicapped by lack of understanding of student disadvantages caused by exterior influences.

All of the states regulating independent private schools have specified minimal teacher requirements. A survey conducted by NAATS in 1967 disclosed that 60 percent of all instructors actually had some college education, and more than one-third of the total had at least four years of college education. Larger independent schools including those owned by larger corporations pay for the tuition of instructors enrolled in part-time college courses that are related to their fields of endeavor.

In other schools, teacher training takes place by a number of methods. If the new instructor has had no previous formal teaching experience, he is "broken-in" by an experienced teacher, usually under the supervision of the director of training. Several schools have developed, tested and published teacher training courses in manual and/or as supervised home study programs.

Discussions and seminars on teaching techniques often combine the subject matter of the teacher training material with actual written comments on instructors' performance from students.

There is little evidence to show that most of the administrators of independent Illinois private schools are not critically concerned with improvement of teaching expertise of their instructors. It is quite obvious that the success of special program design and record of student retention are directly proportional to teaching skill.

At least this proficiency has been demonstrated in some cases: the United States Office of Education has commissioned at least one Illinois school to make its teaching expertise public domain through the publication of two manuals for instructors.* Also, Staff and Vocational Instructor Development programs are currently contracted for the Illinois Department of Corrections and The Job Corps of the U.S. Department of Labor by Illinois independent private schools who have developed special skills in the professional development of instructors engaged in the training of disadvantaged youth.

The Office of the Superintendent of Public Instruction of the State of Illinois has established the following minimum requirements for eligibility of teachers in independent private schools:

a) four years of acceptable instructional experience in area of teaching specialty, or

b) four years of acceptable work experience in area of teaching specialty, or

c) any combination of a) and b).

The Office of the Superintendent of Public Instruction has recently required that all new instructors hired after September, 1972 in independent private schools will be required to complete a thirty hour instructor training course. At the time of this writing, a special teacher training program, in accord with this new requirement by OSPI, has been initiated by Illinois independent private business schools.

The following qualifications (taken from the applicable Act* are required by law for personnel who wish to teach in independent Illinois private schools:

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*An Act in Relation to the Regulation of Business and Vocational Schools, Chapter 144, Sections 136-161, Illinois Revised Statutes.

***Motivation and the Disadvantaged Trainee: A Manual for Instructors,** U.S. Office of Education, Washington, D.C., 1970, Government Printing Office.

**Training Older Workers: A Manual for Instructors,** U.S. Office of Education, Washington, D.C., 1970. American Institute of Engineering & Technology, Chicago, Illinois. H. H. Katz, President Emeritus.

EDUCATIONAL STANDARDS FOR THE STAFF:

An instructional staff of sufficent number and competency shall be maintained. The staff members, while possessing adequate educatinal preparation, shall be selected primarily on the basis of practical experience and teaching ability. The following shall be the minimum qualifications for Educational Directors and Instructors:

An Educational Director shall have:

1. A degree from a recognized college or the equivalent in special training.

2. Or any combination of not less than six years of higher education and teaching, training, or administrative experience, and practical experience in the industry served.

3. In addition, directors shall have a knowledge of the educational literature in the field served, of the methods and the techniques of handling industrial, commercial, and vocational training and hold membership in recognized professional organizations in the field.

1.6 Faculty Qualifications

1.61 All applications for approval to teach in an approved school or class shall be made on forms provided by the Superintendent of Public Instruction. All applications must be accompanied by transcripts, letters, or documents supporting the qualifications stated in the application.

1.62 Each teacher shall possess at least one of the following qualifications:

(1) A valid teacher's certificate, in a relevant subject area, issued by the Office of the Superintendent of Public Instruction or the Chicago Board of Education; or

(2) Graduation from an approved four-year college or university with sufficient course content in the subject the applicant intends to teach; or

(3) Appropriate experience in the field of instruction as determined by the Superintendent of Public Instruction.

1.63 Effective September 1, 1972, all new faculty members who do not possess a teacher's certificate shall provide evidence of successful completion of an approved course in methods of teaching. (For the purpose of this section, "new faculty" shall include experienced teachers who take new positions.)

The functions for an Educational Director in an independent private school, as may be expected, vary considerably from school to school. In any event, the responsibilities outlined in a current (1972) job description for an Illinois resident school educational director is given verbatim:

## JOB DESCRIPTION
## FOR
## EDUCATIONAL DIRECTOR

I. Daily Duties

  A. Attendance:

    1. Issue instructor's attendance sheet in morning.

      a. This acts as a check on instructor's attendance at work, since these men do not sign in and out.

    2. Follow-up on student attendance problems during tours of the building while classes are in operation.

    3. Issue excuses for absenteeism/tardiness.

    4. Contacts with agency counselors—WIN, MDTA, DVR, etc.

      a. Relay client's absence data and seek counselor's help on follow-up.

      b. Discuss alternatives and ramifications of continued absence.

    5. Copying of attendance sheets (including disposition).

      a. Submit all master attendance sheets to F. Petri on Monday, Wednesday & Friday afternoons for copying.

      b. Disposition of copies:

        1) Assistant Director

        2) Director of Student Services

        3) Controller and Business Manager

      c. Maintain ongoing log of attendance follow-up.

B. Intraschool information, correspondence and student status:

   1. Analyze and route flow.

   2. Follow up as needed.

   3. Remove all names from student attendance roster as needed.

C. Purchasing:

   1. Fill in purchase requisition totally.

   2. Check closely on quantity ordered, need, cost, quality and source.

   3. Process to Assistant Director.

D. Tour of Building:

   1. Make at least 2 or 3 per day. The purpose of this is to maintain a properly operating facility.

   2. Check with:

      a. Instructors.

      b. Students.

      c. Stockroom Help.

      d. Maintenance Personnel.

E. Maintenance:

   1. Interior—School

      a. Check Housekeeping

      b. Check Illumination

         1) Flourescent lights

         2) Fire Exit Lights

        c. Check for damaged, missing and/or vandalized equipment.

    2. Maintain close liaison with maintenance supervisor, regarding above check-up.

F. Counseling and Referrals:

    1. Counsel students regarding grades, attendance, etc.

    2. Refer students to other personnel, if problem is not handled by Educational Director.

G. Special Projects:

    1. Reports regarding government, agency, business students.

    2. Surveys of student body. Written monthly instructor and facility assessment report by each student.

    3. Coordinate (2) with faculty meetings and school officials.

H. Tours and Lectures:

    1. Arrange industry tours in connection with instructional staff suggestions.

        a. *Minimum:* One tour per class per quarter.

    2. Arrange lectures by guest speakers from business and industry at an average of one lecture every two weeks.

I. Solicit and Procure Equipment on loan, gratis, or purchase basis from external sources.

J. Receiving:

    1. Receive small packages or direct shipments to proper area.

II. Weekly:

A. See that instructors adhere to weekly attendance and teaching schedule format.

B. Obtain and submit payroll data to accounting for:

1. Instructors

2. Stockroom Personnel

C. Distribute payroll on Fridays.

1. Leave night school payroll for evening school supervisor.

D. Plan next week's activity.

E. See that MDTA 952 forms are processed.

F. Collect and review instructor topical outlines. Review as necessary with each instructor.

III. Monthly:

A. See that instructors post and transpose figures on attendance rosters.

B. Issue MDTA monthly report.

IV. Quarterly:

A. Instructors

1. Process transfer sheets.

2. Schedule classes.

3. Order textbooks from external publishers.

4. Inventory institutional lab manuals for printing needs.

5. Set up and conduct instructor in-service training programs.

B. Students.

1. Assist in record processing of:
    a. Promotions
    b. Repeats
    c. Interruptions
    d. Reviewing Students
    e. Graduates
2. Issue parking stickers and maintain files on same.
3. Update student locator file.

C. Industrial Advisory Board.

1. Set up quarterly meetings.
2. Maintain close contact and seek suggestions.
3. Record findings—schedule implementation of pertinent suggestions.

V. Other Duties:

A. Line supervision over night Operations Manager.

B. Review and revise all existing procedures and formats where necessary.

C. Administer/evaluate student evaluation reports.

D. Sign diplomas/certificates, etc.

E. Industry correspondence.

F. Curriculum (Review. Development and Coordination).

G. Interface with all other departments:

1. Administrations—re: new starts, no shows.
2. Records—re: continuing active students, graduates.
3. Accounting--re: active students on rosters; payroll data; purchasing.
4. Maintenance—re: cleanliness of buildings.
5. Student services—re: student counseling, VA paperwork, agency paperwork.

H. NATTS Accreditation Procedures; State Licensing:

I. Upgrading Entire Facility:

1. Personnel-wise
2. Equipment
3. Curriculum
4. Procedural

J. Approve Student Enrollments after Review of Educational Background and Qualifications.

K. Maintain High Level of Student and Staff Morale.

L. Instructor-Oriented Functions:

1. Line authority
2. Hire and fire
    a. Fill out proper forms—application, W-4, Qualification Record, Document M.
3. Hold instructors' meetings.
4. Training new instructors.
5. Evaluate teaching methods.
6. Schedule substitutes.

M. Authorize Purchases of $50.00 or Less.

  1. Refer all others to Assistant Director for review.

N. Administer advanced standing exams in absence of Assistant Director.

O. Act as administrative liaison to student newspaper.

P. Reference library operation.

Q. Participate in Saturday orientations for new students.

The purpose of any job description is to outline functions for the particular position referred to. It by no means is all encompassing, nor should it be considered so.

* * *

## Financial Assessment

### Student Tuition Plans

As noted elsewhere in this study, the predominant number of students who enroll in independent private schools come from the lower to lower-middle socio-economic levels. Well over 65 percent of all students claim varying degrees of difficulty in financing their training. Since accredited private schools have been classified to participate in federally financed student loan plans, this burden has been somewhat eased. However, some independent private schools, including many of high reputation, are not accredited by one of the private school accreditation agencies and continue to suffer difficulty in financing student tuition.

Many of the U.S. servicemen eligible under the various government educational benefits programs come from the lower socio-economic population levels and participate in independent private schools with this special help.

Some citizens classified as disadvantaged by the U.S. Department of Labor are eligible to attend Illinois independent private schools under special provisions of the MDTA and other federal acts aimed to help rehabilitate and train disadvantaged citizens for employment.

The scope and limitations of this study do not permit a complete analysis of all the various government agencies which participate in working with independent private schools. However, the majority of private school students are not government subsidized or company sponsored—they pay their own way by using personal savings, from parental or family support, and in many cases from earnings obtained in part or full-time jobs. Thus, it is not uncommon to find young Americans who attend a school schedule from 8:00 A.M. to 1:00 P.M. and work four to eight hours in industry. Private school administrators know that excessive study/work schedules are neither good for the student or the school, and attempts are made to schedule combined school and work hours not to exceed ten hours per day. It would be interesting for some critics of America's "soft" youth to observe the sacrifices and disciplines exercised by many students enrolled in independent private schools.

Usually, the great number of those independent students who study without government or loan assistance have, and continue to constitute, the majority of private school students. The expected financial difficulties which result from these hardships account for a large percentage of school interruptions.

## Revenue Approximations

It is estimated that Illinois independent private schools serve over 600,000 students per year. As shown in Section III, the majority of these students are enrolled in home study courses from every state in the Union, as well as from many foreign countries. The accompanying chart (Figure 6) shows the enrollments by state of the American School of Chicago. The present 1972 enrollment of this school is over 106,000 students. Enrolled last year were 32,129 students (July, 1971 to June, 1972). Of this number, only 2,564, or about 8 percent, were enrolled from the State of Illinois. And this figure is considered typical for other Illinois home study schools.

The average revenue of the 500,000 home study students enrolled by Illinois home study schools is approximated at $500.00 per student for a total gross revenue of $250,000,000. Thus out-of-state revenues realized by Illinois is approximated at $234,500,000.

The revenue of a resident school student on a yearly basis, including tuition, registration and other fees and costs approximates about $1,000.00 per student. About 60 percent of these students are drawn from Illinois. Thus, of the total of over 100,000 resident school students, the State realizes a yield of $100,000,000; $40,000,000 from out of state.

In aggregate, the independent private school industry yields a gross revenue of over $350,000,000 per year or approximately $1,000,000 per day of the rendering of educational services, from essentially non tax supported sources, and *subject to the payment of taxes*.

## FIGURE 6

### Enrollments by State
### American School

Summary for fiscal year July, 1971 through June, 1972
by
Jean Baker

| | High School | SCS | Adult Evening | Other | Totals for Year |
|---|---|---|---|---|---|
| 1. Alabama | 653 | 1 | 8 | 19 | 681 |
| 2. Alaska | 15 | 6 | 0 | 5 | 26 |
| 3. Arizona | 489 | 2 | 43 | 105 | 639 |
| 4. Arkansas | 623 | 26 | 26 | 21 | 696 |
| 5. California | 2500 | 304 | 49 | 162 | 3015 |
| 6. Colorado | 212 | 302 | 13 | 165 | 692 |
| 7. Connecticut | 131 | 2 | 0 | 28 | 161 |
| 8. Delaware | 24 | 201 | 102 | 9 | 336 |
| 9. Dist. Columbia | 41 | 4 | 0 | 3 | 48 |
| 10. Florida | 1034 | 56 | 9 | 40 | 1139 |
| 11. Georgia | 918 | 8 | 11 | 29 | 966 |
| 12. Hawaii | 126 | 38 | 1 | 9 | 174 |
| 13. Idaho | 146 | 1 | 0 | 24 | 171 |
| 14. Illinois | 790 | 1542 | 46 | 186 | 2564 |
| 15. Indiana | 436 | 10 | 10 | 116 | 572 |
| 16. Iowa | 161 | 53 | 3 | 28 | 245 |
| 17. Kansas | 164 | 12 | 51 | 24 | 251 |
| 18. Kentucky | 455 | 65 | 9 | 28 | 557 |
| 19. Louisiana | 611 | 2 | 10 | 66 | 689 |
| 20. Maine | 50 | 361 | 43 | 14 | 468 |
| 21. Maryland | 205 | 1 | 4 | 17 | 227 |
| 22. Massachusetts | 223 | 4 | 1 | 32 | 260 |
| 23. Michigan | 422 | 881 | 1672 | 87 | 3062 |
| 24. Minnesota | 181 | 20 | 5 | 32 | 238 |
| 25. Mississippi | 428 | 2 | 2 | 20 | 452 |
| 26. Missouri | 494 | 3 | 4 | 69 | 570 |
| 27. Montana | 175 | 38 | 5 | 20 | 238 |
| 28. Nebraska | 197 | 4 | 1 | 13 | 215 |
| 29. Nevada | 71 | 46 | 3 | 26 | 146 |
| 30. New Hampshire | 27 | 1 | 2 | 3 | 33 |
| 31. New Jersey | 215 | 2 | 0 | 17 | 234 |
| 32. New Mexico | 268 | 16 | 10 | 29 | 323 |
| 33. New York | 742 | 84 | 14 | 295 | 1135 |
| 34. North Carolina | 512 | 271 | 20 | 48 | 851 |
| 35. North Dakota | 11 | 0 | 0 | 2 | 13 |
| 36. Ohio | 769 | 657 | 113 | 91 | 1630 |
| 37. Oklahoma | 333 | 1 | 1 | 34 | 369 |
| 38. Oregon | 193 | 9 | 8 | 34 | 244 |
| 39. Pennsylvania | 305 | 117 | 14 | 72 | 508 |
| 40. Rhode Island | 10 | 2 | 1 | 3 | 16 |
| 41. South Carolina | 462 | 4 | 3 | 15 | 484 |
| 42. South Dakota | 79 | 10 | 3 | 11 | 103 |
| 43. Tennessee | 935 | 206 | 27 | 57 | 1225 |
| 44. Texas | 1776 | 943 | 95 | 282 | 3096 |
| 45. Utah | 173 | 9 | 1 | 13 | 196 |
| 46. Vermont | 58 | 42 | 1 | 6 | 107 |
| 47. Virginia | 738 | 10 | 7 | 73 | 828 |
| 48. Washington | 420 | 41 | 2 | 29 | 492 |
| 49. West Virginia | 123 | 4 | 0 | 17 | 144 |
| 50. Wisconsin | 165 | 19 | 9 | 14 | 207 |
| 51. Wyoming | 34 | 1 | 1 | 9 | 45 |
| Mail Order – Foreign | 212 | 18 | 17 | 101 | 348 |
| TOTALS | 20,535 | 6,462 | 2,480 | 2,652 | 32,129 |

These figures do not include those revenues derived from the extension and special tangent branches of the industry which specialize in the production, sale and distribution of hard and software products directly related to the independent private school industry.

**Failures**

Many of the smaller private schools often operate on a marginal basis. Few figures are presently available to ascertain the percentage of failures of all private schools in the State of Illinois. However, some figures for business schools are available. For example, in 1956, there were 74 business schools registered in Illinois. In 1957, 70 schools renewed their licenses indicating that 4 had closed or failed; however, 12 new schools were licensed to give a total of 82 schools. In 1958, 79 schools had licenses renewed indicating a loss of 3 schools; however, 8 new licenses brought the total up to 87 schools.

In 1959, there were 73 renewals indicating that 14 schools were closed or had failed; however, 5 new schools brought the total to 78. In 1960, 71 schools renewed their licenses indicating a loss of 7; however, 7 new schools brought the total back to 78.

Four years later, in 1964, 76 schools were licensed showing a loss of 2 during the four-year period.

Three years later, in 1967, 115 business schools were licensed. In 1968, 129 and in 1967, 137 schools were licensed. Thus, an increase of 8 schools was realized in that one-year period. However, in 1972, some 26 schools were closed from January of 1972 to October of 1972. These schools included *both* business and vocational schools. The reason for this larger number of school closures has been largely attributed to the transitory nature of some business schools — tax preparation entities which "rise and fall" on a seasonal basis. However, some 20 additional "tax preparation" schools were relicensed during October of 1972. The licensing and relicensing of short-term transitory business schools causes a kind of fluctuation which is not truly representative of the ordinary private school operation.

In general, the number of substantial Illinois schools remained fairly equal throughout the last decade. Perhaps some special dispensation or classification should be assigned to transitory schools that operate on a seasonal basis. Their relatively frequent change of address and relicensing does not necessarily suggest a lack of industrial stability if they indeed fulfill a meaningful need.

In any event, the very idea of failure due to lack of financial muscle, operational wherewithall, and competitive service is not a bad idea at all in a free enterprise society—even if we stretch the accountability to *all* forms and structures of society.

Some authorities in the independent private school industry feel that there are two effective safeguards to the public protection from ineffective private school education: 1) purposeful government regulatory Acts and, 2) the ability of a good business to continue operations by virtue of performance, accountability and expertise.

Several of the independent private schools have, from time to time, explored ideas wherein a government regulatory agency could help to provide some financial protection for students against failure of schools.

While the closing of schools by reasons of financial failure and/or non-conformity to requirements of government regulatory agencies is negligible in Illinois, this experience is apparently not shared in all states.

According to a special news report published in the February 14, 1973 issue of the Wall Street Journal, the State of Indiana "closed 182 private schools in 1972 that failed to meet the standards of a licensing law passed in 1971". Louisiana estimated that 15 to 20 private schools have closed rather than to try to meet the criteria of its licensing statute imposed a year ago.

The Office of the Superintendent of Public Instruction requires that all Illinois licensed schools post a $10,000 bond to be used in repayment of student tuition in cases of failure.

The OSPI has informed me that they have only had five occasions to utilize security bonds.

Nevertheless, a $10,000 bond is considered to be too moderate security by many educators and administrators.

From time to time, State and National private school organizations have entertained the idea of providing an industry oriented "Trust" to safeguard the interests of students against school failure. The National Home Study Council debated this concept without final resolution.

Some participants of the State of Illiois Advisory Council on Vocational Education have suggested a kind of tuition insurance program against school failure, modeled on the concept of the Federal Deposit Insurance Corporation.

Respondents to this Study feel that the concept has much merit and deserves further exploration and investigation.

## SECTION V

# Advantages and Disadvantages

### Disadvantages

As indicated throughout many phases of this study, the history, philosophy and development of the independent private school industry shows that this typically American sector of education and training has provided much needed and important services and has earned the confidence of the public and citizenry—at least to the degree of tax supported and conventional educational structures.

Any systems contrived by man (including religion, politics, education, are subject to a human tolerance of error. This fact, of course, includes the independent private school. A minority section of its industry has, and continues to be, subject to deserving criticism. Some of these schools, because of inadequate facilities and courses, failure to control the unethical activities of representatives (or salesment) and, because of questionable and unethical advertising and selling practices, help to cloud the entire industry.

In various places throughout this study, impartial detailed views have been expressed on various shortcomings and disadvantages present in the independent private school industry, and consequently do not require repetition at this time.

To protect the public, it is advisable to establish strong, justifiable regulatory government agencies in a manner similar to consumer protection in *any* commodity and service. No product, service, principle or dogma should be immune from public accountability.

The independent private school industry, in its own defense, soon realized that self-imposed evaluations, regulation and control was necessary to safeguard its public service image in the light of the practices of a few unethical schools, particularly in those states where no legislation was enacted to require licensing, certification or accountability. Some six states have still not enacted such legislation.

The distress of public image caused by a few delinquent schools spurred the industry to help initiate and enact meaningful state legislation to protect the industry generally without primary objectives, including the prerogative of acting as an independent, responsible educational industry. Almost every state in the Union has state organizations representing their independent school members. The Illinois Association of Trade and Technical Schools, the Illinois Association of Business Schools and the Voice of Illinois Aviation represent sub-groups of various parts of the Illinois independent private school industry.

## Advantages

Licensing of independent private schools generally amounted to merely a permit to do business in a given state. Generally, it signified that safety and commercial standards had been met but made little implication as to the educational content of the schools activities. Certification is related to curriculum, staff, facilities and the like and in some states requires the approval of the State's Department of Education.

Licensing in the State of Illinois has become more demanding each year. A check list which only shows partial requirements for the renewal of a yearly license is shown later in this section.

Gradually, many states are becoming more interested in staff and curriculum. The industry welcomes this kind of government interest, but is fearful that state involvement in curriculum, particularly from the standpoint of standardization, may prove particularly harmful to the independent status of the industry. Bureaucratic standardization, often hamstrings innovation, inventiveness and ingenuity necessary for the industrial competitiveness.

## Accreditation

Accreditation, compared to the granting of a license signifies a thorough inspection and evaluation at least every five years by a U.S. Office of Education recognized accrediting agency. Accrediting agencies for proprietary vocational schools include the Accrediting Commission for Business Schools, the Accrediting Commission of the National Home Study Council, the Accrediting Commission of the National Association of Trade and Technical Schools, the Accrediting Bureau for Medical Laboratory Schools, the Cosmetology Accrediting Commission, and the National Association for Practical Nurse Education and Service, Inc.

In a national sense, the industry has been divided into several principal organizational structures. The three most influential are the National Association of Trade and Technical Schools (NATTS), the United Business Schools Association (UBSA), and the National Home Study Council (NHSC). These national associations have established Accreditation Commissions recognized by the United States Office of Education. The first nationally recognized accreditation of independent private schools occurred through efforts made by the National Association of Business Schools; the Accreditation Commission for Home Study and Trade and Technical Schools soon followed.

## The United Business Schools Association: The Association of Independent Colleges and Schools

The United Business Schools Association, the original national association of business schools, recently announced its change of name to the Association of Independent Colleges, and Schools.

The following current data is extracted directly from the Association's Resolutions passed at the USBA Convention on October 25-28, 1972:

### Change of Name

> "The growing diversity of our member institutions and the variety of programs offered by them is so complex that the present name is no longer completely

representative. Therefore, the Association voted to change its name to the Association of Independent Colleges and Schools (AICS) and the name of the Accrediting Commission for Business Schools to the Accrediting Commission."

**Associate Membership**

"Associate Membership in the Association may now be granted to institutions which are accredited by, and in good standing with, an accrediting agency (which has been designated as a nationally recognized agency by the U.S. Commissioner of Education) other than the Accrediting Commission for Business Schools."

**Affiliate Status**

"Affiliate Status may be granted, at the discretion of the UBSA Board of Directors, to institutions whose ethical conduct and reputation are in harmony with the standards of the Association. These institutions must also indicate that they can and will, within a reasonable time, comply with the Criteria of the Accrediting Commission.

"The resolution redefining Association Membership and Affiliate Status shall become effective September 1, 1973. The other two resolutions became effective immediately upon passage.

**Accrediting Commission**

Thus, membership in the Association of Independent Colleges and Schools carries with it the implication that application for accreditation is required and eminent within a reasonable period of time.

To be eligible for consideration for accreditation, an institution must satisfy the following requirements:*

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*__Operating Criteria for Accredited Institutions__, published by the Accrediting Commission for Business Schools of the United Business Schools Association, Revised November, 1971, p. 3.

1) The institution or department shall be predominantly organized to train students for business careers.

2) The institution or department ordinarily shall have in operation at least one residence program of instruction of not less than once academic year in length.

3) The educational program shall be on the post-secondary or collegiate level.

4) Education shall be the principal activity of the institution.

5) The principal program of the institution shall be a residence program.

6) The institution shall have been established for a period of at least two years.

7) A separate department or division having additional or different objectives may be accredited by the Commission upon proper application and evaluation, provided that (except for the difference in objectives and implementation thereof) the entire department is accreditable within the framework and spirit of the Criteria of the Commission, and the institution is predominantly organized for the purpose of training for business careers.

8) An institution operated as a unit in an organization consisting of two or more schools or colleges shall maintain a separate teaching staff and schedule period.

9) The institution shall be legally organized and authorized to conduct its program under the laws of its own state and community. Where state laws are silent, the institution shall conform to accepted organization and practices for comparable institutions in the general geographic area.

10) The inspection and evaluation of the institution must be specifically authorized by the chief executive officer of the institution.

11) The enrollment in the institution must be sufficient to support regularly scheduled and conducted class and laboratory work and to insure reasonable standards of instruction.

Further information can be obtained by writing to the Accrediting Commission for Business Schools, Suite 401, 1730 M Street, N.W., Washington, D.C., 20036. Communications may be directed to the attention of Mr. Dana R. Hart, Executive Secretary, or Mr. Richard A. Fulton, General Counsel.

### The National Home Study Council

Accrediting standards of the National Home Study Council (NHSC) are meticulously detailed and demanding. A brief summary of salient requirements for accreditation include:

State its educational objectives clearly.

Offer sufficiently comprehensive, accurate, up-to-date, educationally sound instructional materials and methods to meet the announced objectives.

Provide adequate examination services, encouragement to students, and attention to individual differences.

Have a qualified faculty.

Enroll only students who can be expected to benefit from the instruction.

Maintain adequate student services.

Show satisfactory student progress and success.

Be honest in its advertising and promotional materials.

Carefully select, train, and supervise its field representatives.

Show ample financial resources to carry out long-term obligations to students.

Charge a reasonable tuition.

Use reasonable tuition collection methods and have a satisfactory refund policy.

Maintain student records properly.

Demonstrate a satisfactory period of ethical operation.

A list of schools accredited by the council's independent commission may be obtained from the NHSC office, 1601 - 18th St. N.W., Washington, D.C. 20009.

**The National Association of Trade and Technical Schools**

Accreditation Standards of the National Association of Trade and Technical Schools (NATTS), as well as those of the Accreditation Commission of the Business and Home Study Schools, are carefully defined, detailed and demanding. A brief summary of salient requirements for accreditation include:

Clearly state its objectives and demonstrate overall ability to meet them.

Have qualified administrative staff and teaching faculty.

Have fair and proper admissions and enrollment practices in terms of educational benefits to the students.

Provide educationally sound and up-to-date courses and methods of instruction, and examination and evaluative services.

Provide for proper and adequate individual and group student counseling and other necessary student services.

Demonstrate satisfactory student progress and success to include followup job placement assistance.

Be fair and truthful in all advertising, promotional and other representations.

Charge reasonable tuition fees.

Reflect financial and business soundness of operation.

Provide and maintain adequate physical facilities, classrooms and practical laboratories.

Provide for proper student and administrative accounting.

A list of schools accredited by the Accreditation Commission of the National Association of Trade and Technical Schools may be obtained from the NATTS office: 2021 L St. N.W., Washington, D.C. 20009.

### Check List for Renewal of Illinois Private School License Applications for 1972

To give the reader an idea of some of the main requirements necessary for an independent private school to apply for yearly renewal of an operational license, the following "check-list" is reproduced from a memo issued from the Office of the Superintendent of Public Instruction dated November 3, 1971:

> SUBJECT: School Renewal Applications for 1972
>
> Private Business and Vocational Schools check list for compliance with the Law, Rules and Regulations, and Standards effective December, 1971.

**Have You Included with Your Application:**

1. A statement of purpose and philosophy
2. A financial statement
    a. Balance Sheet
    b. Profit and Loss Statement
    c. Certified by Public Accountant
3. Copy of public liability insurance policy
4. Copies of building, elevator, boiler, etc., inspection reports

5. Do we have an up-to-date floor plan?

6. Inventory of school equipment (Small items such as vials, tapes, etc., may be estimated)

    a. Name and description of each item

    b. Original or acquisition cost

    c. Date acquired

    d. Present estimated or market replacement value

    e. Depreciation and basis therefore

    f. Present condition

7. Copies of all leases for school equipment, buildings, etc.

8. Is the director and assistant director so indicated, and are they approved by this office?

9. Are all instructors listed on your application, approved by this office? If not, proper forms are to be inclosed.

10. Have you listed all courses and lengths involved on your application?

    a. List credit hours if applicable

11. Copy of catalogue, promotional literature, enrollment applications, student contract.

18. Course outlines for all new courses for which approval is required.

19. A copy of student record card(s).

20. Properly completed applications for each agent.

21. $1,000 surety bond for each agent. Blanket bond for several agents will be accepted provided agents are identified.

22. Copy of diploma, certificate, degree.

23. Is your $10,000 surety bond in effect?

24. If a correspondence school, do we have the first and last lesson for each course?

25. Have all institutional officers signed the application?

26. Is the application notarized?

27. Your school application fee?

28. Your agent application fee?
    (One check may be included for the total of all fees. Personal checks will not be accepted.)

**Advantages: Comparisons of Independent Private Schools with Community Colleges**

In a study conducted by the Republican Task Force on Education and Training in 1970, the Hon. John Dellenback, Chairman of the Task Force included the following advantages of independent private schools in a report titled: **Report on Proprietary Vocational Schools.**

> It is often asked why students are willing to pay such high fees ($900 average), often at a great personal and family sacrifice, to attend proprietary vocational schools when similar courses are available at no or low cost at local community colleges. Students interviewed by the Stanford Research Institute and by the Task Force gave three reasons:
>
> 1. Time: First, course length in proprietary schools is very short, usually falling between four months to a year. The same program in a community college would take two years and mean a loss of possible earnings during the additional period. Second, frequent

registration for classes permits entry every few weeks in contrast to waiting for a new semester in a public institution.

2. Course content: Proprietary schools' courses concentrate on teaching only the job skills necessary to specific job goals, whereas the public school philosophy requires concurrent study of non-vocational subjects, often the very subjects in which students were unsuccessful in high school.

3. Placement service: The schools, with apparent considerable success, assist their graduates in obtaining job interviews and employment since continuation of the school as a business enterprise depends upon successful placement. Most schools offer a lifetime placement service.

The Congressional Task Force Report then continues to note additional advantages of independent private schools:

> Yet after investigating the accredited proprietary business, trade and technical schools, the Task Force must conclude that these schools are making a major contribution both in terms of meeting the needs of individuals seeking to prepare for careers and in terms of helping to supply the reservoir of skilled manpower that is increasingly in demand. These institutions should be encouraged to continue the fine job they are now doing.
>
> Several special advantgages are offered by proprietary vocational schools. These include:
>
> 1. ability to respond quickly to changes in the manpower needs of local business and industry—courses can be added as soon as they can be organized, without months of red tape and procedural delays.
>
> 2. ability to respond quickly to specific needs of students—courses can also quickly be tailored to meet the needs of non-English speaking students, handicapped students, or students with other special requirements.

3. ability to concentrate on the needs of each student—marginal students who have never experienced academic successes can proceed at their own pace and successfully complete courses which are aimed at developing practical techniques rather than theoretical knowledge; faculty members are chosen more on the basis of practical experience and consequently act as excellent teachers for such training.

4. Special introductory courses have been set up in many schools to help educationally disadvantaged students meet entrance standards.

5. As compared with public institutions seeking to fulfill the same role, the proprietary institutions' courses are significantly shorter in duration—students can complete their training and begin working in a much shorter time, thus, providing an opportunity for poor students who do not have the time or money necessary for a four year college program.

6. Proprietary institutions tend to have much more equipment, and more up-to-date equipment or the kind that students are likely to encounter on the job than do public institutions.

7. Proprietary institutions have incorporated such programs as loans, installment payments for tuition fees, and work placement in nearby business and industry to help disadvantaged students.

### SECTION VII

# Summary, Recommendations and Future

## Introduction

This study has attempted to describe the state of the art of an educational entity which has served America since the early 18th century. The task has been difficult, because as private schools grew in importance and activity they did so empirically, managed by tradesmen, skilled practitioners and business-oriented teachers usually operating from immediate pragmatic motives. A growth resulted in which specific areas of specialization developed commendably but without any attempt at organization into a single identifiable industry. Unlike conventional educational institutions and processes, which have recorded and disseminated the history of their research and development, independent private schools left little record of progress and achievements. This attempt to help toward a better understanding of the basic philosophy, history, intent and direction of the independent private school industry began with a suggested name, "The Independent Private School Industry," which would encompass this varied industry, and proceeded with development of the beginning of a vocabulary to prepare a practical base for dialog between industry and conventional educational systems.

The special place of the independent private schools in American education has been illustrated, particularly with reference to tax-supported and privately endowed educational structures.

A general description of the major operational facets of the industry has been presented as an attempt to define and classify the various components which comprise the industry, and to suggest a direction for future development in this endeavor.

An analysis has been made of each of the 675 licensed and certified independent private schools in the State of Illinois. These schools have been divided into four major groups, each group related to a specific state regulatory agency. Each of these four major groups was again analyzed and again broken down into its major sub-components. The characteristics of each group, its courses of instruction, the composition of its student body have been carefully analyzed.

Important differences between the independent private schools and conventional schools have been defined.

Some prevalent disadvantages of the industry have been discussed, not for the purpose of condemnation. Deficiencies always exist in growing institutions, including those of conventional education. Certainly malpractice by a small minority of the independent private school industry has always existed, but failure of the few does not condemn the whole. There is no question that the independent private school industry is here to stay. After 240 years of struggle, public and Congressional support has steadily increased; and more recently the industry has been greatly fortified by many of America's largest industries which have joined in active participation in the independent private school industry.

### Some Reasons for Future Growth

The future of the industry is especially promising for the following reasons:

1) Continued and increased Congressional support of independent private schools;

2) Active participation through acquisition and new development of independent private schools by many of America's largest industrial, commercial and financial organizations;

3) The growing tendency for all states of the Union to establish licensing, certification and other regulatory legislation to help control and substantiate the industry;

4) The continued organization on a regional and national basis through trade/professional organizations;

5) The formulation of accreditation policies and standards recognized by the United States Office of Education;

6) An increasing need by the citizenry for the kinds of education and training offered by the independent private school industry;

7) The recognition by many parents that not all children are college oriented—and that trade/technical/business education may be equally and in some cases more meaningful;

8) A recognition through the law of labor supply and demand that occupationally-oriented courses of instruction are no longer considered reserved for "low achievers." That prestige and compensation in highly skilled trade and technical occupations often offer more fruitful compensation and fulfillment;

9) The beginning of a purposeful dialog between the independent private school industry with public and other conventional educational systems: The initiation of an effort to combine the total educational and training resources of the nation for the common good of the citizenry.

**Recommendations**

The following recommendations are suggested:

1) Almost all of the fifty states have established licensing and regulatory acts for independent private schools. A responsible federal agency will spur the remaining states to do likewise.

2) The organization, in each state, of a single educationally-oriented agency which will coordinate and exercise overall governmental control of all inde-

pendent private schools. Emphasis on general operational aspects, performance requirements, research and development, dissemination of information, etc. will include some of the important functions of this new central state agency. This suggestion includes a continuity of relationship and interface with existing licensing agencies for specialized subgroups of the independent private school industry.

3) During the conduct of this survey, the writer has spoken to representatives of the major component groups of the independent schools. Several recommendations and expressions of interest in behalf of the industry have been made. A principal suggestion has been to establish a Federation of independent private schools which will represent each of the major subgroups: trade, technical, business, home study, vocational self-improvement, barbering cosmetology, truck and auto drivers, flight and ground schools. It has It has also been suggested that the Federation include associate memberships for schools not presently directly associated with the newly established subgroups, and inclusion of those independent organizations and companies which design, produce and distribute systems, software and hardware related to education in general.

4) Government sponsored councils and committees related to the formation of occupationally-oriented training policies should include porportional representation from the independent private school industry.

5) Initiative should be taken by government, conventional education structures, and the independent private school industry to set up seminars and other mechanisms wherein dialog and exchange of information may be facilitated.

6) A government committee should be established to review the entire potential and educational resources of the State of Illinois and to help coordinate joint ventures which will produce specialized quality training for the citizenry and industry at minimal cost to the taxpayer. A few examples of programs in operation and proposal stages are given later in this section.

7) Government encouragement of active research and governmental activity related to the independent private school industry should be be provided. Conventional academic systems often provide time and opportunity for teachers to engage in self-development, research, recording and publication of state of the art data. This opportunity has not existed in the independent school. If the nation is to exploit the full resources of the industry, some formalized program should be initiated. Conventional systems are often criticized for too much research and too little teaching: This condition is diametrically opposite in the independent school systems.

8) A clear policy which defines the function of the independent school should be established on one thing, it is not the fundamental responsibility of the independent school to develop the whole man and citizen. This should be a public and conventional school responsibility. Occupational training for job entry is a fundamental responsibility of the independent school; objectives related to personal objectives are tangential. The independent school should not be structured as a fundamental competitive force to traditional education.

9) Most of the students who have to drop out of independent private schools must do so because they cannot afford the relatively high tuition costs. In many cases, students at independent schools are not eligible for equal opportunity grants. Part or full-time jobs are about the only alternatives available in the absence of loans and grants. A close look by government and public interests should be taken for methods to help these young citizens.

10) *Competition of Independent Schools.* The word "accountability" means "to account for" or to satisfactorily justify actions. Recently, the term has been used by political and governmental leaders in reference to the administration and expenditure of large public funds in relationship to our massive public educational systems. To the administrator of an independent private school, the word accountability is

more closely tied to its fundamental business context: Budgets and *accounting systems* which reduce actions to clearly defined figures from which profit and loss statements quickly determine degrees of success (or failure).

Too often, independent private schools, in competition with conventional school entities for government training contracts for highly specialized programs, have won awards on the basis of "lower cost to the taxpayer." In a fundamental change of policy, legislation *permitted* independent private schools to bid (as in MDTA) on the basis of "quality equitable to the public structure but at a lower cost to the taxpayer."

A deleterious attitude has developed in the case of some independent private schools in believing that cost, lower cost, is the prime consideration. This should *not* be the case: Quality education, meaningful program concepts, ingenious design of training systems and dedication of a public service to the citizen, the employer and the government should be prime considerations. For the time being, a contract should not be awarded unless it provides an instructional program less in cost *and equitable* to competition to conventional educational programs.

Government should evaluate *quality as well as price*; though, admittedly, the archaic belief that independent private schools are generally inferior to conventional systems will be difficult to overcome.

11) *Unions, Productivity and Competitiveness.* The United States has recently felt the bitter experience of imbalance of payments in international trade. America, who has lead the world markets for so long, now feels the inability to stand competitively in many areas of the international marketplace.

This awareness has caused government, unions and industry to take a second look at American productivity as it relates to competition.

Several unions, some contractor and manufacturing associations, and others intrinsically interested in this problem have recently approached the independent private school industry for consultation and help. Much of a nation's productivity begins with kinds of training: First serious attempts are under way to study the mode, systems, schedules, and technology of conventional apprenticeship training programs.

The independent private school industry, more than any other facet of our national educational resources, can be helpful in the solution to these problems. A recommendation of this study includes a committee to be formed as an adjunct to a national Federation of Independent schools for the purpose of working with unions, industry and government in an effort to elevate apprenticeship training to the highest standards at minimal time and cost factors.

12) A public information program, similar to that initiated by the United States Office of Education and the Conference Board in helping to familiarize young Americans with career opportunities in non-college educational programs, is indicative of this trend.

The study quotes President Nixon's attitude that greater fulfillment of the nation's human and educational resources does not depend on letting the college diploma be considered the only passport to personal success and national contribution:

> "Too many people have fallen prey to the myth that a four-year liberal arts diploma is essential to a full and rewarding life, whereas in fact other forms of community college or technical training courses— are far better suited to the interests of young people.
>
> "We should come to realize that a traditional diploma is not the exclusive symbol of an educated human being, and that "education" can be defined only in terms of the fulfillment, the environment and thevwisdom that it brings to an individual. Our young people are not sheep to be regimented by the need of a certain type of status-bearing sheepskin."

The Republican Task Force Report on Proprietary Education in the United States also defended the case of generating more public information in behalf of the specialized types of training programs offered by independent schools.

> "At the very heart of our problem is a natural attitude that says vocational education is for somebody elses' children. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations and our silent support, is snobbish, undemocratic and a revelation of why schools fail so many students. The attitude infects Federal Government which invests $14 in the Nation's universities for every $1 in the Nation's vocational-education programs.
>
> "The attitude must change. The number of jobs which the unskilled can fill is declining rapidly. The number requiring a liberl-arts college education is increasing far less rapidly than the number requiring a technical skill. In the 1980's it will still be true that fewer than 20% of our job opportunities will require a four year college degree."

It is recommended that the State of Illinois, on its own initiative, establish a continuing public information arm for this purpose under one of its appropriate educational agencies.

An additional function of the educational public information agency will help parents to understand more fully that accepting the kind of educational program is truly an American prerogative, and that the independent private school industry does not invade or step on the holy and hallowed ground of education in general—that it is an acceptable, and desirable educational resource, especially to the citizen more disadvantaged economically or whose interest is simply more practically oriented.

### Examples of Joint Ventures Between Independent and Other School Systems

During the course of this study, the writer was exposed to a host of interesting possibilitites for joint participation between independent private schools and conventional training agencies and systems.

This study only permits the review of three of some twenty-six.

### Coordinated SCS Ventures

Over 1,000 of the public and parochial high schools in the United States use correspondence courses to supplement their curricula. This procedure is accomplished by means of a program called Supervised Correspondence Study (SCS) in which an independent private correspondence school or a university extension division supplies correspondence courses to high schools for the following purposes: (1) for make-up work, (2) for home-bound students, (3) for accelerated students, or (4) for vocational interests.

The word "Supervised" in Supervised Correspondence Study does not imply *academic* supervision by a teacher of a school using SCS. Rather, the supervisor acts as a liaison between the students at his school and the correspondence center. He helps students select their SCS subjects, orders the subjects from the correspondence center, delivers study material to the students, helps students interpret procedural directions if necessary, keeps records, sends students' examinations to the correspondence center for correction and grading, and delivers returned examinations to students.

A student's work on an SCS subject can be done in a special SCS classroom, in a study hall or library, or at home.

The American School of Chicago helped to implement the idea of SCS, first formulated in 1923 by Mr. Sidney C. Mitchell, Principal of the Benton Harbor High School. By 1970, the American School had an SCS enrollment of thousands of students in 835 High Schools in 40 states.

The effectiveness of the American School correspondence training has helped over 2.000.000 graduates with an excellent college record profile (see Chart 11).

This study recommends that Illinois educators begin to develop cooperative-resident-home study programs between public and independent private school systems.

## CHART 11

## COLLEGE PROFILE OF AMERICAN SCHOOL GRADUATES 1958-1965

The information obtained in this national assessment has been tabulated from 1191 student questionnaires returned from 620 institutions located in 48 of the 50 states, the District of Columbia, the Canal Zone, Puerto Rico, and Lebanon.

### DISTRIBUTION OF RESPONSES:

| | |
|---|---|
| Number of Students Whose Academic Standing Was Reported | 1125 |
| Number of Students Who Withdrew Before First Marking Period | 41 |
| Number of Students Whose Academic Standing Was Not Reported | 25 |
| Total Number of Students | 1191 |

### ACADEMIC STANDING OF 1125 AMERICAN SCHOOL GRADUATES AS REPORTED BY THEIR COLLEGE REGISTRARS:

| Academic Standing | Number | Per Cent |
|---|---|---|
| Excellent | 157 | .14 |
| Above Average | 389 | .35 |
| Average | 393 | .35 |
| Below Average | 129 | .11 |
| Failing | 57 | .05 |
| | 1125 | 1.00 |

| DISTRIBUTION BASED ON SEMESTER HOURS COMPLETED: | Number | Per Cent |
|---|---|---|
| In First Semester | 275 | .231 |
| In Second Semester | 193 | .162 |
| In Third Semester | 96 | .081 |
| In Fourth Semester | 128 | .108 |
| In Fifth Semester | 63 | .053 |
| In Sixth Semester | 49 | .041 |
| In Seventh Semester | 22 | .018 |
| In Eighth Semester | 34 | .029 |
| Graduated with Baccalaureate or higher degree | 254 | .213 |
| In Graduate School | 19 | .016 |
| No Semester Hour Information Reported | 17 | .014 |
| Withdrawals | 41 | .034 |
| Totals | 1191 | 1.00 |

## Public School, Government Agency, Independent School Cooperation in Diagnostic Training

A trade occupational diagnostic program consists of a system designed to motivate trainees (usually students with special needs) and to provide data to help indicate the trainees, adaptability, performance and personal preference to world of work areas. The system engages the special student in a series of short, exposure types of work/study trade training programs. Results of the programs are measured to help formulate future practical trainee directions. For example: The trainee may not respond to any positive trade training; special, specific remedial study, training or professional treatment may be recommended; on-the-job training or apprenticeship in some special program may be suggested; or an institutional training program designed for job entry may be recommended.

As indicated elsewhere in this study, independent private schools have developed motivational teaching techniques and special training systems which help to lend a sense of practicality and realism to training related to the world of work.

The Illinois Department of Vocational Education is concerned and involved with low achievers in the public school system—high school students with special needs who are considered "losers." Recently, the DVR, the public school system and the Greer Technical Institute engaged in a special trade occupational diagnostic program for students with special needs.

The success of this experiment provided the basis of a recommendation to record and make public the progress and results of this program and to make further investigations of the development with a view of combining total state educational resources.

## Further Utilization of Independent Private School Instructional Expertise

A recent state school licensing regulation requires that all new instructors employed in independent private schools participate and successfully complete a special teacher-training course. Generally, this new provision has been welcomed by the industry.

Some independent private schools have developed, tested and effectively utilized special motivational and teaching techniques as described in the body of the study. Some unique applications of these systems have been applied to programs for disadvantaged trainees. Illinois has received the unique distinction of being the first state wherein much of this independent private school expertise has been commissioned by the U.S. Office of Education, Division of Manpower training and Development, to be compiled into Instructor Manuals.

The American Institute of Engineering and Technology was contracted by USOE to prepare two Instructor Manuals: **Motivation and the Disadvantaged Trainee** and **Training Older Workers.** These manuals are used nationally, principally in public tax-supported institutions and may be procured from the Government Printing Office.

During the conduct of this study, the writer has observed a great resource of similar and related materials and data which can also help to more generally serve the citizenry.

Further recognition of Illinois independent private school special teaching skills has been recently demonstrated by the formation of meaningful contractual arrangements between the Illinois Department of Corrections and the Job Corps, U.S. Department of Labor, for the design and administration of separate vocational instructor upgrading programs by an Illinois independent private school for vocational staffs in Illinois and other states.

Independent private schools that are reluctant to share expertise on the basis of revealing proprietary developments are behind the times: the fields of educational and training opportunities are too great and the need for meaningful innovation so vast that purposeful dialog between the industry and conventional education can become an important instrument for contribution and reward.

It is recommended that a committee of the proposed Federation of Illinois Independent Private Schools help to establish closer liaison between the industry and conventional training and educational systems, particularly in tangent areas where professional information and expertise may be reviewed and exchanged and where possibilities of joint ventures can be explored.

## Special Recommendations to Independent Schools

The body of this study has included several examples of apparent weaknesses in the Independent School Industry.

A major disadvantage of the industry has been its lack of central organizational structure. Of course, those members of the industry who have worked diligently to help conceive and form regional and national school associations, establish and administer recognized accreditation, certification and other self-regulatory controls will point with pride to these real accomplishments. Improvement of policies, standards, and public service and professional contributions must, of course, be recognized.

But the industry must be considered as an entity that took a long time in reaching a point of professional maturity. It is an old industry, but only recently has become a young giant. Much remains to be done. Some suggestions for more critical self-evaluation, strengthening of regional and national organization, and the projected formation of a strong central Confederation of Independent Private Schools have been offered.

But it is strong, dedicated local and regional organization that can best initiate meaningful improvement. For example, during the course of the study, Mr. Larry Gwinn, Director of the Greer Technical Institute, made the following observation and suggestion. It is this kind of idea coupled with plans for practical implementation that will help to make the industry prosper by better service to the citizenry:

> I have felt very strongly for sometime that the private school industry urgently needs more meaningful methods of developing curriculum to include testing programs. I find, as I am sure many other school administrators find, that the time is not available for optimum development of curriculum and testing programs. This results primarily from the fact that curriculum development, etc., is generally accomplished by the instructor staff. In most schools, all instructors on the staff are assigned a class each

day and generally do not have the time to develop the new ideas and new materials that they would like. It simply is not practical to employ a staff of people to do this developmental work for what would amount to a short period of time for a school and terminate them at the end of this period.

A solution to this problem, it seems to me, would lie with the organizations currently functioning; namely, the Illinois Association of Trade & Technical Schools and NATTS. I do not feel that this is the ideal approach however, unless some means can be devised to prevent this body from controlling curriculum and testing development personnel to the extent that it would have an undesirable effect on the individuaism and ingenuity that is used by each school in developing their own programs.

This would be difficult to accomplish, however, since all schools are very much interested in making a favorable impression on these associations and may sacrifice what could be some great ideas for development because of a mere suggestion by this development body that "we believe our way might be better." Instead, I envision this group as being available on request to any school, perhaps funded by one of these associations, to review the curriculum and testing programs in the school, offer suggestions and in many cases help to rewrite some of the programs to gain a greater degree of professionalism in our training programs. Any training program reviewed by this group would be modified, changed, up-dated, rewritten or action taken that the curriculum team feels appropriate. However, after this action has been taken, the revised program would be presented to the school administration who could adopt all or any part of the revised material as they see fit.

Initially, I feel that most schools would be desirous of having a team of this type review their material for new ideas, rewrite, etc. After this initial review, I am certain that the team still could be used advantageously, on a continuing basis to present new ideas to all schools for their considerationand, of course, they would be on

> call, so to speak, at all times to review training programs on request.
>
> I see this, also, as a stepping stone to this same type service in any other area of the private school industry. The curriculum and testing phase is a good testing ground to prove or disprove the advisability of continuing this into other areas such as training aids, advertising, etc.
>
> I would very much like to see a program of this type get off the ground for one additional reason; to enhance the image of the private school industry. It would serve to prove to many of the "doubting Thomases" throughout the country who are convinced that the private school industry is interested in the dollar aspect only, and has very little concern for the students, that such is not the case.
>
> An additional potential problem is that of a few schools monopolizing this resource at the expense of all others. This could be regulated effectively by the team leader or the association concerned.

———

Dr. Lloyd H. Elliott, President of George Washington University, encourages this attitude:

> Disadvantaged children may not be able to get adequate education in any other way. Contracting for such programs with private enterprise, assessing results, and making new contracts on the basis of these results would bring badly needed reality to an educational system that now has too many "custodian type" schools, too much bureaucratic red tape, too much homogeneity, too much emphasis on teacher benefits, too little attention to pupils' achievements, too little definition to the school's work, and too few rewards for skillful, hard-working teachers who want to correct reading difficulties, counsel youngsters, and join parents in a meaningful partnership for the beneifit of sons and daughters.

> Some of the trouble in education today could be alleviated by opening schools, colleges, or universities with limited objectives, clearly stated purposes and programs, financial aid to the students so they might exercise a free choice, teachers and professors committed to the programs, and survival of the institutions dependent upon the tests of the marketplace.

An additional direction for cooperation between private and public schools is suggested in the October 13, 1972, issue of the **New York Times.**

# *Extensive Revamping of Vocational Education Urged*

**By WILLIAM K. STEVENS**

The Fleischmann Commission, asserting that the state's high schools are training teen-agers for jobs that will not exist in great numbers in the near future, urged yesterday an extensive revamping of the vocational education system.

The commission not only recommended that the content of public school vocational programs be changed to match expected demands of the job market, but also urged that the state pay the way of 11th-grade and 12th-grade students who want to attend private vocational and technical schools.

"Private vocational schools, unlike public institutions, must attract students by proving they train workers who meet the requirements of prospective employers," the commissioners reasoned. "Thus, private schools are forced to stay up to date and keep abreast of changes in the labor market in order to survive."

"The trouble with vocational education today is how poorly the job market meshes with what the student takes in school," Manly Fleischmann, chairman of the commission, said at a news conference announcing the recommendations. Unless things change, he warned, there is 'danger that "unemployment will be worsened."

In 1971, the commission report on vocational education said, the unemployment rate among workers aged 16 to 19 in New York State was 19.8 per cent, as compared with a statewide rate of 6.6 per cent among workers generally.

**'Limbo' of 'General' Program**

To help reduce unemployment among youth, the commission recommended that the Federal Government establish a program of national youth service, under which unemployed youths would be put to work for pay in such programs as community and health service, antipoverty programs, construction projects and the Peace Corps. It urged also that unions and management protect trainees from automatic dismissal in cases of layoffs.

Secondary School Vocational Enrollment by Program, 1970-71 *

| | |
|---|---|
| Agriculture | 6,826 |
| Distribution | 21,245 |
| Health | 9,602 |
| Home Economics | 1,503 |
| Office | 165,957 |
| Technical | 16,445 |
| Trade & Industry | 69,928 |
| **Total** | **291,506** |

*Total enrollment in vocational programs in New York State including secondary, post secondary and adult education for 1970-71 was 475,722.

The New York Times/Oct. 13, 1972

Apart from the unemployment question, the commission sees the recommended revision of the vocational education program as a central feature of its plan for restructuring secondary education so as to rescue thousands of students from what it calls the "limbo" of the "general" high school track.

Typically, high school students pursue one of three curriculum tracks: the academic, for college-bound students; the vocational, for those seeking specific job skills, and the general, for those with neither college aspirations nor occupational preferences.

In 1970-71, the commission report said, 291,000 students in the state were enrolled in vocational programs, and $196-million was being spent to train and educate them. A commission spokesman said the recommended changes in the system would involve little in the way of increased expenditures, apart from start-up costs for new courses. No estimate for such costs was given.

Traditionally, vocational education courses—both in comprehensive high schools and special vocational high schools—have emphasized rather conventional skills, such as woodworking, electricity, cabinetmaking, auto and aviation mechanics, dressmaking, food trades, cosmetology, printing and sheet metal work. In recent years the courses have also moved into more advanced areas, such as electronics and data processing.

Nevertheless, the commission report said, "future manpower needs in fields which are currently emphasized in vocational training, especially printing, metal working and machine operating, will not be great." The report went on:

"No matter how interesting or innovative vocational programs are, if graduates cannot find employment related to their training, that training must be considered useless."

The commission based its conclusions on projected manpower requirements issued by the State Department of Labor. They indicated that the need for more skilled technicians in the future would outstrip that for conventional blue-collar craftsmen.

For example, the projections indicated that 66 per cent more "professional, technical and kindred workers" would be needed in 1980 than in 1968, as compared with 23 per cent more "operative and kindred workers." The highest projected increase in need—for medical and dental technicians—was 128 per cent.

**Concentrations Proposed**

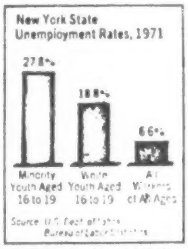
Working from the Labor Department projections, the commission recommended that vocational courses in the public schools concentrate on medical and dental technology, communications, construction technology, community development, systems analysis and electronic data processing.

In spite of its recommendation for a major revision of vocational course content, the commission counseled against a hurried expansion of the public-school vocational education system itself to accommodate more students now in the general track.

"We are concerned," the commissioners said in their report, "that massive expansion would lower the quality of conventional vocational programs."

The commission therefore turned to the private vocational and technical schools as offering the most promising immediate solution to at least part of the problem. According to state figures, there are approximately 275 such institutions in the state.

New York State Unemployment Rates, 1971



Source: U.S. Dept. of Labor, Bureau of Labor Statistics

The New York Times/Oct. 13, 1972

Under the plan recommended by the commission, an 11th or 12th grader who so desires would be issued a voucher entitling him to attend a duly licensed and inspected private vocational or technical school. The voucher would be equal in value to the state's "base expenditure level" for education, a figure determined by special formula. In 1969-70 the figure was $1,037.

The student would present the voucher to the private school as payment for his attendance there. The private school, in turn, would redeem the voucher in cash by presenting it to the local public school administration. An equal amount would be subtracted from the budget of the public school the student would ordinarily attend.

For such a plan to go into effect, the State Legislature would have to pass an enabling act. At yesterday's news conference, Mrs. Constance Cook, a member of the Fleischmann Commission and chairman of the Assembly's Education Committee, said she thought there was a good possibility that such legislation would be passed.

The commission report said it was hoped that students taking advantage of the voucher plan would split their last two years of high school between the public schools and the private vocational schools—for example, either by staying in high school through the 11th grade and then attending a private school or by attending each type of school part-

## SUGGESTIONS FOR FURTHER STUDY

In its effort to describe how the independent private school industry attempts to live up to the meaningful role of fulfilling creatively, expeditiously, and practically specific occupational and other training needs of our society, this study has only touched the surface. Numerous areas for further development have been suggested.

1.) In this study only a few examples related to methods, proposals and programs showing "partnership" of the independent private school industry and conventional educational systems have been discussed. The growing job demand and the increasing public awareness that not only university education, but even the last two years of regular high school, are not for everyone, indicate much attention should be paid to ways conventional educational systems and the independent private school industry can work closer together. The Fleishmann Commission dealt with this problem, but much room exists for an in-depth study of ways and means toward a closer relationship between independent private institutions and conventional schools. A further detailed study and analysis should be made of "partnership" experiences and suggestions for meaningful future direction. The proposed study should include the experience of other states as well as those of Illinois.

2.) Most helpful would be a supplementary study which investigates possible new ways independent private schools could solve specific labor needs of government and industry. Particular concern should be devoted to discovering better ways independent private schools can be enrolled to provide occupational skills to the disadvantaged, especially the disadvantaged receiving government subsistence.

3.) Of equal importance and urgency would be an investigation into ways wherein the resources of independent private schools can be utilized to help inmates in prisons and correctional institutions to occupational skills before being released back into society. Many problems of crime and economic deprivation could be decreased by more effective job-oriented instructional programs, with particular emphasis on delinquent youth. This study should also explore the possibilities of developing job placements for released prisoners through the direct association of many industrially-oriented independent private schools.

4.) Of great practical value would be a thorough study of instructional methods employed in independent private schools. Some of the best instructional techniques found in any occupational teaching situation are practiced in many independent private schools. An analysis of teaching systems and techniques, training aids, testing procedures, study guides, kits, films, etc., used would save time and money for schools desiring to upgrade the quality of its instructional practices directed to world of work objectives.

5.) An in-depth study which investigates the present and future relationship of the relatively new large corporation members of the independent private school industry to conventional education specifically and to society generally, the extent to which each can be of service to the other—needs to be done.

6.) The feasibility of a single State-Industry-Confederation which includes all branches of the independent private school industry, as well as the feasibility of a complementary single State regulatory agency, should be investigated.

7.) A comprehensive profile of students involved in independent private school training would be valuable not only in recruiting the student in need of occupational training, but in motivating him once he is enrolled.

8.) The present study was mainly concerned with the resident and home study activities of the independent private school industry. A further detailed investigation should be made of the "hardware-and-software" branches of the industry. Some of these branches are integral to private schools, others are separate, yet corporately related; many are independent of resident and home study instructional entities. This branch of the independent private school industry conceives, designs, tests, produces and distributes, books, texts, manuals, testing systems and devices, training kits, training aids, tools, supplies, etc.

9.) While the independent private school industry is primarily engaged in activities which help to fill an educational and training gap, not completely bridged by conventional education, an overlap of interest and activity does exist. A study is recommended to define "similar and duplicate" programs offered by independent and tax supported schools. The study should include the economics and feasibility of this increasing trend, with recommendations and suggestions for full utilization of the State's educational resources at the least cost to the taxpayer.

## SECTION VII

# The Independent Private School

### A Directory of Approved and Licensed Independent Private Schools in Illinois

# Directory of In-State Private Business, Vocational and Self-Improvement Schools

| | |
|---|---|
| Academy for Home Study<br>417 South Dearborn<br>Chicago, Illinois 60605<br>Dr. Charles Marchall, Executive Director | Home Study<br>Business, Vocational, General |
| Accurate Data Key Punch & Programming School<br>4000 West Irving Park<br>Chicago, Illinois 60601<br>Peggy L. Yacoben, Director | Resident<br>Business |
| Acme School of Bartending<br>7733 South Cicero Avenue<br>Chicago, Illinois 60652<br>William T. Beranek, | Resident<br>Trade |
| Advance Schools, Inc.<br>5900 Northwest Highway<br>Chicago, Illinois 60631<br>Sherman T. Christensen, President | Home Study<br>Business, Vocational, General |
| Allied Institute of Technology<br>1338 South Michigan Avenue<br>Chicago, Illinois 60605<br>Frank DeFrank, Center Director | Resident & Home Study<br>Trade & Technical |
| Amerceac<br>2956 North Milwaukee Avenue — Rm. 202B<br>Chicago, Illinois 60618<br>Nicolas Espinosa Cordero, Director | Home Study<br>General, Vocational |
| American Academy of Art<br>220 South State Street<br>Chicago, Illinois 60603<br>Irving Shapiro, Director | Resident<br>Art |

| | |
|---|---|
| American Bartending School<br>334 South Wabash<br>Chicago, Illinois 60604<br>Gerald R. Santoro | Resident<br>Trade |
| American Institute of Drafting of Chicago, Inc.<br>63 East Adams<br>Chiacago, Illinois 60603<br>Mitchell Alster, Director | Resident<br>Technical |
| American Institute of Engineering and Technology<br>2515 North Sheffield Avenue<br>Chicago, Illinois 60614<br>John Freeman, President | Resident<br>Trade |
| American Institute of Public Relations<br>141 West Jackson Blvd.<br>Chicago, Illinois 60604<br>Patrick J. McCarthy, Owner | Home Study |
| American Medical Record Association<br>875 North Michigan<br>Chicago, Illinois 60611<br>Mary Waterstraat, Executive Director | Home Study<br>Health |
| American Motorcycle Mechanics School, Inc.<br>2840 North Halsted Street<br>Chicago, Illinois 60657<br>James Georges, Director of Education | Resident<br>Trade |
| American School of Correspondence<br>58th Street & Drexel Avenue<br>Chicago, Illinois 60637<br>W. K. Lasher, President | Home Study<br>High School, Business, Trade & Technical |
| American School of Photography<br>555 East Lange Street<br>Mundelein, Illinois 60060<br>D. O. Bolander, Director | Home Study<br>Art |

| | |
|---|---|
| American Technical Society<br>850 East 58th Street<br>Chicago, Illinois 60637<br>David McCarl, President | Home Study<br>Technical |
| American Truck Driving Schools, Ltd.<br>7750 South Cicero Avenue<br>Chicago, Illinois 60652<br>Donald Overbey, Director | Resident & Home Study<br>Trade |
| Anderson School of Scientific Massage & Physical Therapy<br>9306 North Main Street<br>Princeton, Illinois 61356<br>Gilbert I. Anderson, President | Home Study<br>Health |
| Armstrong Air Conditioning Distributors<br>4500 West Fillmore Street<br>Chicago, Illinois 60624<br>Ralph Searles, Director of Training | Resident<br>Trade |
| Automation Academy<br>22 West Madison Street<br>Chicago, Illinois 60601<br>Norman M. Alcott, Director | Resident<br>Business |
| Automotive Technical Institute<br>2747 West Lawrence Avenue<br>Chicago, Illinois 60625<br>Kaplan, Director | Resident<br>Trade |
| Barbizon School of Modeling of Chicago<br>875 North Michigan Avenue<br>Chicago, Illinois 60611<br>Barry Wolff, Vice President | Resident<br>Self-Improvement |
| Bear Automotive Safety Service<br>2103 Fifth Avenue<br>Rock Island, Illinois 61201<br>B. Miles Bacon, Director of Education | Resident<br>Trade |

| | |
|---|---|
| Becker CPA Review<br>176 West Adams Street —<br>Suite 1727<br>Chicago, Illinois 60603<br>Harry W. Tong, Director | Resident<br>Business |
| Benson Barrett, Inc.<br>6216 North Clark Street<br>Chicago, Illinois 60626<br>Raymond E. Brandell, President | Home Study<br>Self-Improvement |
| Beverly Multi-Media Tutoring Center<br>2041 West 95th Street<br>Chicago, Illinois 60643<br>James Bradshaw, Director | Resident<br>Self-Improvement |
| H & R Block, Inc.<br>202 East Broadway<br>Alton, Illinois 62002<br>Alan W. Curtis, District Manager | Resident<br>Business |
| H & R Block, Inc.<br>901 North Lake Street<br>Aurora, Illinois 60506<br>Eugene B. Ritchie, Aurora Manager | Resident<br>Business |
| H & R Block, Inc.<br>629 North Main Street<br>Bloomington, Illinois 61701<br>Fred Strieff, Manager | Resident<br>Business |
| H & R Block, Inc.<br>715 South University<br>Carbondale, Illinois 62901<br>J. W. Berry, Director | Resident<br>Business |
| H & R Block, Inc.<br>736 North Broad<br>Carlinville, Illinois 62626<br>Mary Belcher, Owner | Resident<br>Business |

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| H & R Block, Inc.<br>5702 West Madison Street<br>Chicago, Illinois 60644<br>Gayle Peterson, Divisional Manager | Resident Business |
| H & R Block, Inc.<br>703 Vandalia<br>Collinsville, Illinois 62234<br>Alan W. Curtis, District Manager | Resident Business |
| H & R Block, Inc.<br>131 East Main Street<br>Danville, Illinois 61832<br>Jack L. Corbin, General Manager | Resident Business |
| H & R Block, Inc.<br>1423 East Eldorado<br>Decatur, Illinois 62521<br>Ronald L. Christopher, Manager | Resident Business |
| H & R Block, Inc.<br>126 North First Street<br>DeKalb, Illinois 60115<br>Richard M. Skelt, Manager | Resident Business |
| H & R Block, Inc.<br>1566 Miner<br>Des Plaines, Illinois 60016<br>Ronald Hollinger, City Manager | Resident Business |
| H & R Block, Inc.<br>8410 State Street<br>East St. Louis, Illinois 62203<br>Ernest L. Schmalzried, District Manager | Resident Business |
| H & R Block, Inc.<br>305 North Main<br>Edwardsville, Illinois 62025<br>Alan W. Curtis, District Manager | Resident Business |
| H & R Block, Inc.<br>Legion Plaza Building<br>Effingham, Illinois 62401<br>Robert Sperry, Satellite Manager | Resident Business |

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| H & R Block, Inc.<br>7316 West Roosevelt Road<br>Forest Park, Illinois 60130<br>Gayle Peterson, Divisional Director | Resident<br>Business |
| H & R Block, Inc.<br>628 West South Street<br>Freeport, Illinois 61032<br>Harold P. Miller, Director | Resident<br>Business |
| H & R Block, Inc.<br>336 North Henderson<br>Galesburg, Illinois 61401<br>W. T. Molloy & R. J. Koutelis, Managers | Resident<br>Business |
| H & R Block, inc.<br>1409 - 21st Street<br>Granite City, Illinois 62040<br>Ernest L. Schmalzried, District Manager | Resident<br>Business |
| H & R Block, Inc.<br>7 West Church Street<br>Harrisburg, Illinois 62946<br>B. Smith, City Manager | Resident<br>Business |
| H & R Block, Inc.<br>417 Walnut<br>Highland, Illinois 62249<br>Genevieve Johnson, Manager | Resident<br>Business |
| H & R Block, Inc.<br>419 East Jefferson<br>Joliet, Illinois 60432<br>Paul Long, Manager | Resident<br>Business |
| H & R Block, Inc.<br>336 East Court<br>kankakee, Illinois 60901<br>Vernon Freeman, Manager | Resident<br>Business |
| H & R Block, Inc.<br>416 Pulaski Street<br>Lincoln, Illinois 62656<br>Clarence Barney, Owner | Resident<br>Business |

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|---|---|
| H & R Block, Inc.<br>111 West Jackson<br>Macomb, Illinois 61455<br>Hazel C. Spolum, Manager | Resident<br>Business |
| H & R Block, Inc.<br>705 West Main Street<br>Marion, Illinois 62959<br>J. W. Berry, Director | Resident<br>Business |
| H & R Block, Inc.<br>1820 Broadway<br>Mattoon, Illinois 61938<br>Leon Ebbert, Manager | Resident<br>Business |
| H & R Block, Inc.<br>1820 Broadway<br>Mattoon, Illinois 61938<br>Leon Ebbert, Manager | Resident<br>Business |
| H & R Block, Inc.<br>507 17th Street<br>Moline, Illinois 61265<br>Eugene G. Hoth, Area Manager | Resident<br>Business |
| H & R Block, Inc.<br>208 South 9th Street<br>Mt. Vernon, Illinois 62864<br>Alvah A. Hill, Director | Resident<br>Business |
| H & R Block, Inc.<br>105 East Arcadia<br>Peoria, Illinois 61613<br>R. T. Molloy & R. J. Koutelis, Managers | Resident<br>Business |
| H & R Block, Inc.<br>3403 Legion Blvd.<br>Quincy, Illinois 62301<br>Gerry K. Pendleton, Manager | Resident<br>Business |
| H & R Block, Inc.<br>14316 South Indiana Avenue<br>Riverdale, Illinois 60627<br>Bernard C. Smith, Riverdale Manager | Resident<br>Business |

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|---|---|
| H & R Block, Inc.<br>526 Seventh Street<br>Rockford, Illinois 61108<br>Gene E. Bowen, Manager | Resident<br>Business |
| H & R Block, Inc.<br>227 South Grand East<br>Springfield, Illinois 62704<br>Ralph Stafford, Manager | Resident<br>Business |
| H & R Block, Inc.<br>220 West Main Street<br>Urbana, Illinois 61801<br>Bob L. Freeman, Director | Resident<br>Business |
| H & R Block, Inc.<br>8 South Genesee<br>Waukegan, Illinois 60085<br>Raymond R. Wienke, Manager | Resident<br>Business |
| Botanical Consultants' School of Grounds Maintenance<br>2730 Wildwood Lane<br>Deerfield, Illinois 60015<br>William Townsley, Director | Resident<br>Trade |
| Broadmoor Academy<br>28 East Jackson Blvd.<br>Chicago, Illinois 60604<br>Terrell W. Fondren, Director | Resident<br>Self-Improvement |
| Brown's Career College<br>915 East Monroe Street<br>Springfield, Illinois 62704<br>Bernita Alderson, Director | Resident<br>Business |
| Broyde Institute for Learning<br>501 North Central Avenue<br>Chicago, Illinois 60644<br>Samuel Broyde, Director | Resident<br>Self-Improvement |
| The Bryman School<br>140 South Dearborn Street<br>Chicago, Illinois 60639<br>George Scott, District Manager | Resident<br>Health |

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| E. Burnham School of Electrolysis<br>140 North State Street<br>Chicago, Illinois 60602<br>L. Guinea Downey, Manager | Resident<br>Health |
| Burns School of Legal Stenography<br>220 South State Street<br>Chicago, Illinois 60604<br>Saul Manister, Director | Resident<br>Business |
| Business Careers Institute<br>209 North Michigan Avenue<br>Chicago, Illinois 60601<br>Margaret Louise Wagner, Director | Resident<br>Business |
| Business Methods Institute/BMI<br>Computer College<br>29 West Randolph Street<br>Chicago, Illinois 60604<br>R. F. Schaeffer, President | Resident<br>Business |
| Cari Scott School of Modeling<br>and Charm<br>350 East 79th Street<br>Chicago, Illinois 60619<br>Cari Scott, Director | Charm<br>Self-Improvement |
| Center for Applied Adlerian Training<br>6 North Michigan Avenue<br>Chicago, Illinois 60602<br>Robert Postel, Executive Director | Resident<br>Self-Improvement |
| Chastain Institute of Engineering<br>119 North Church Street<br>Decatur, Illinois 62525<br>John Zuttermeister, Director | Technicians<br>Technical |
| Chicago Academy of Fine Arts<br>84-86 East Randolph Street<br>Chicago, Illinois 60601<br>James Paulus, Dean | Resident<br>Art |

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| Chicago College of Commerce, Inc.<br>27 East Monroe Street<br>Chicago, Illinois 60603<br>Lucille Horstmeier, President | Resident<br>Business |
| Chicago Institute of Technology<br>1412 West Washington Blvd.<br>Chicago, Illinois 60601<br>Earl Ciaglia, President | Resident<br>Health |
| Chicago Opportunities Industrialization Center, Inc.<br>7 East 73rd Street<br>Chicago, Illinois 60619<br>Eston C. Collins, Executive Director | Resident<br>Business, Trade, Self-Improvement |
| Chicago Opportunities Industrialization Center, Inc.<br>515 West Oak Street<br>Chicago, Illinois 60644<br>Eston Collins, Executive Director | Resident<br>Business, Trade, Self-Improvement |
| Chicago Opportunities Industrialization Center, Inc.<br>4608 West Washington Blvd.<br>Chicago, Illinois 60644<br>Eston Collins Jr., Executive Director | Resident<br>Business, Trade, Self-Improvement |
| Chicago Postal Street Academy<br>1400 West Washington Blvd.<br>Chicago, Illinois 60607<br>Herman H. Henderson, Director | Resident<br>Self-Improvement |
| Chicago Professional College<br>140 North State Street<br>Chicago, Illinois 60602<br>Virginia Karpawich, Director | Resident<br>Business,<br>Self-Improvement |
| Chicago School of Art and Design, Ltd.<br>226 South Wabash Avenue<br>Chicago, Illinois 60604<br>Andrew S. Bicsok, President | Resident<br>Art |

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| Chicago School of Automatic Transmissions<br>2447 East 75th Street<br>Chicago, Illinois 60601<br>Herman L. James, Director | Trade |
| Chicago School of Watchmaking, Inc.<br>310 Lincoln Avenue<br>Fox River Grove, Illinois 60021<br>Robert F. Burns, Registrar | Home Study |
| Chicago Technical College<br>2000 South Michigan Avenue<br>Chicago, Illinois 60616<br>L. G. Morey, President | Resident & Home Study<br>Technical |
| Christian Writers School<br>Gundersen Drive & Schmale Road<br>Wheaton, Illinois 60187<br>Robert Walker, President | Home Study<br>Self-Improvement |
| Claude Bowen and Associates, inc.<br>1100 Jorie Blvd.<br>Suite 270<br>Oak Brook, Illinois 60521<br>Claude Bowen, President | Resident<br>Self-Improvement |
| College of Advanced Traffic<br>22 West Madison Street<br>Chicago, Illinois 60602<br>William Haugh, Managing Director | Resident & Home Study<br>Technical |
| College of Automation<br>22 West Madison Street<br>Chicago, Illinois 60602<br>James S. White, Director | Resident<br>Business |
| Commercial Trades Institute<br>1400 West Greenleaf Avenue<br>Chicago, Illinois 60626<br>Kenneth Lotsoff, President | Home Study<br>General Vocational |

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| Computer Career Institute<br>185 North Wabash<br>Suites 1221-3<br>Chicago, Illinois 60601<br>Ruth M. Adams, Administrator<br>Dan Donegan, Director | Resident<br>Business |
| Computer Languages<br>185 North Wabash<br>Chicago, Illinois 60601<br>Ross W. Lambert, Director | Resident<br>Business |
| Computer Tax Academy<br>751 Aurora Avenue<br>Aurora, Illinois 60507<br>LeRoy Hartle, President | Home Study<br>Business |
| Control Data Institute<br>17 North State Street<br>Chicago, Illinois 60603<br>James McGuire, Assistant Director | Resident &<br>Home Study<br>Business |
| Control Data Institute<br>430 North Michigan Avenue<br>Chicago, Illinois 60611<br>Howard Hyden | Resident<br>Business |
| Continental Institute of Technology<br>300 West Adams Street<br>Chicago, Illinois 60602<br>Samuel Kantayya, Director | Resident<br>Trade |
| Continental Institute of Technology<br>7700 South Chicago Avenue<br>Chicago, Illinois 60619<br>Jerome Morgan, Director | Resident<br>Trade |
| Cooking and Catering School<br>127 North Dearborn Street<br>Chicago, Illinois 60602<br>M. Lucille Craven, Owner | Resident<br>Trade |

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| Cortez E. Peters Business College<br>of Chicago, Inc.<br>110 East 79th Street<br>Chicago, Illinois 60619<br>George W. Cabaniss, Director | Resident<br>Business |
| Cosmopolitan Prep School<br>234 South Wabash Avenue<br>Chicago, Illinois 60604<br>Carl Lyle Steiner, Director | Resident<br>Business |
| Coyne American Institute<br>1135 West Fullerton Avenue<br>Chicago, Illinois 60614<br>Jerome Jaros, Educational Director | Resident<br>Trade &<br>Technical |
| DeVry Institute of Technology<br>(Home Study)<br>4141 West Belmont Avenue<br>Chicago, Illinois 60641<br>William Carson, Director | Home Study<br>Technical |
| DeVry Institute of Technology<br>(Resident)<br>4141 West Belmont Avenue<br>Chicago, Illinois 60641<br>Russell Sandburg, Director | Resident<br>Trade |
| Don "G" School of Salesmanship, Inc.<br>3511 - 52nd Street<br>Moline, Illinois 61265<br>Donald L. Guldenzopf, President | Resident<br>Self-Improvement |
| Dumas Pere School of French Cooking<br>1129 Depot Street<br>Glenview, Illinois 60025<br>John Snowden, Director | Resident<br>Self-Improvement |
| DuPage Horticultural Schools, Inc.<br>30 West 656 Roosevelt Road<br>West Chicago, Illinois 60185<br>William O. Jahn, Director | Resident<br>Trade |

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| Electronics Technical Institute of Illinois, Inc.<br>608 South Dearborn Street<br>Chicago, Illinois 60605<br>Harold Rabin, President | Resident<br>Technical |
| Electro-Tek<br>180 West Adams Street<br>Chicago, Illinois 60601<br>Heardy P. VanOver, Director | Resident<br>Trade |
| Electro-Tek<br>131 North Church Street<br>Decatur, Illinois 62523<br>Jack Evans, President | Resident<br>Trade |
| Elkins Institute in Chicago, Inc.<br>3443 North Central<br>Chicago, Illinois 60634<br>Harry Baskind, Director | Resident<br>Technical |
| Evanston Sawyer College of Business<br>1014 Church Street<br>Evanston, Illinois 60201<br>George A. Stone, Director | Resident<br>Business |
| Fabricon Company<br>2021 Montrose Avenue<br>Chicago, Illinois 60618<br>William Bogolub, President | Home Study<br>Invisible Weaving |
| Federated Tax Service<br>2021 Montrose Avenue<br>Chicago, Illinois 60618<br>William Bogolub, President | Home Study<br>Business |
| First Business and Professional School of Wilmette<br>1150 Wilmette Avenue<br>Wilmette, Illinois 60091<br>Thomas O'Gara, Director | Resident<br>Business |

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| F. N. Storey & Associates<br>7 North Brentwood<br>St. Louis, Missouri 63105<br>F. N. Storey, President | Resident<br>Self-Improvement |
| Fox College<br>2400 West 95th Street<br>Evergreen Park, Illinois 60642<br>Earl B. Fox, President | Resident<br>Business |
| Freeman Business Schools, Inc.<br>7401 Madison Street<br>Forest Park, Illinois 60130<br>J. F. Freeman, President | Resident<br>Business |
| Freeman's Fashion Academy<br>17 North State Street<br>Chicago, Illinois 60602<br>J. J. Henriquez Freeman, Director | Resident<br>Art |
| Gem City College of Business<br>700 State Street<br>Quincy, Illinois 62301<br>Floyd Marshall, President | Resident<br>Business |
| Gem City College—School of Horology<br>700 State Street<br>Quincy, Illinois 62301<br>Floyd Marshall, President | Resident<br>Trade |
| Greer Technical Institute<br>Frontage Road<br>I-55 & Route 113<br>Braidwood, Illinois 60408<br>John L. Dixon, Director | Resident<br>Trade |
| Greer Technical Institute<br>2230 South Michigan Avenue<br>Chicago, Illinois 60616<br>Larry W. Gwinn, Director (Resident)<br>Arthur Fiepke, Director (Home Study) | Resident &<br>Home Study<br>Trade &<br>Technical |

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| Hallrich Center for Performing Arts, Inc.<br>2640 Golf Road<br>Suite 117<br>Glenview, Illinois 60025<br>William Whitford, President | Resident<br>Art |
| Hardin Business College<br>220-222 West State Street<br>P.O. Box 344<br>Jacksonville, Illinois 62650<br>D. L. Hardin, President | Resident<br>Business |
| Harrington Institute of Interior Design<br>410 South Michigan Avenue<br>Chicago, Illinois 60605<br>Robert C. Marks, President | Resident<br>Art |
| Harvard Automation Business College<br>10 South Wabash Avenue<br>Chicago, Illinois 60603<br>Stephen Vombrack, President | Resident<br>Business |
| Hays School of Combustion Engineering<br>75 East Wacker Drive<br>Chicago, Illinois 60601<br>R. G. Johansen, President | Home Study<br>Technical |
| Heavy Construction Schools of Illinois, Inc.<br>118 Barrington Commons Court<br>Suite 5B<br>Barrington, Illinois 60010<br>Mary Kupczyk, President | Resident<br>Trade |
| Herzing Institute of Illinois, Inc.<br>129 Phelps Avenue<br>Rockford, Illinois 61108<br>Richard D. Stinson, Administrator | Resident & Home Study<br>Technical |

Highway Transportation Institute
P.O. Box 607
East Main Street
Huntley, Illinois 60142
Joseph Sullivan, Education Director
Resident &
Home Study
Trade

Holt's Culinary School, Inc.
521 Fulton Street
Peoria, Illinois 61602
George D. Holt, President
Resident
Trade

Honeywell Institute of Information Sciences
221 North LaSalle Street
Chicago, Illinois 60606
Leonard Gingerella, Education Service Manager
Resident
Technical

Illinois Career Training Center
206 West State Street
Rockford, Illinois 61106
Martin H. Betts, Director
Resident
Business

Illinois Commercial College
313 East Green Street
Champaign, Illinois 61820
D. F. Colbert, President
Resident
Business

Illinois Technical Institute
1412 - 20th Street
Granite City, Illinois 62040
Melvin G. Sirclum, Director
Resident
Technical

Image Video Institute
528 North Michigan Avenue
Chicago, Illinois 60611
James Crook, President
Resident
Self-Improvement

Industrial Engineering College
205 West Wacker Drive
Chicago, Illinois 60606
Alice Cummings, President
Resident
Technical

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| Institute of Applied Science<br>1922 - 26 West Sunnyside Avenue<br>Chicago, Illinois 60640<br>T. Dickerson Cooke, Director | Home Study<br>Polography |
| Institute of Broadcast Arts<br>600 South Michigan Avenue<br>Chicago, Illinois 60601<br>Arthur Mansavage, Director | Resident<br>Technical |
| Institute of Business and Computer Education<br>4141 West Belmont Avenue<br>Chicago, Illinois 60645<br>William Carson, Director | Home Study |
| Institute of Drafting & Technology<br>1/4 Mile South on Highway 78<br>Box 150<br>Morrison, Illinois 61270 | Resident<br>Technical |
| Institute of Lettering and Design<br>1733 West Greenleaf Avenue<br>Chicago, Illinois 60626<br>Sidney Borden, Director | Resident<br>Art |
| Institute of Pastics Technology, Inc.<br>10 Summit Avenue<br>Park Ridge, Illinois 60068<br>Lawrence J. Broutman, President | Resident<br>Technical |
| International Accountants Society, Inc.<br>209 West Jackson Blvd.<br>Chicago, Illinois 60606<br>William Carson, Director | Home Study<br>Business |
| International Fabricare Institute<br>P.O. Box 940<br>Joliet, Illinois 60434<br>Robert Dolhof, Director of Education | Resident &<br>Home Study<br>Technical |

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|---|---|
| International Institute of Business<br>and Technology<br>120 West Downer Place<br>Aurora, Illinois 60507<br>Dale D. Rahfeldt, Owner and<br>General Manager | Resident<br>Business |
| International Modeling Schools<br>185 North Wabash Avenue<br>Chicago, Illinois 60601<br>Pat Birmingham, President | Resident<br>Self-Improvement |
| International Travel Training<br>Courses, Inc.<br>Chicago, Illinois 60601<br>M. Evelyn Echols, Director | Resident<br>Technical |
| Investigations Institute<br>53 West Jackson Blvd.<br>Chicago, Illinois 60604<br>John Kennedy, Director | Home Study<br>Criminology |
| ITT Speedwriting/Nancy Taylor<br>Secretarial School<br>5 South Wabash Avenue<br>Chicago, Illinois 60603<br>George McArdle, Director | Resident<br>Business |
| James Shoe Repair<br>127 South Oakland Avenue<br>Decatur, Illinois 62522<br>Richard Yeates, President | Resident<br>Trade |
| Jo Anne's School of Charm<br>and Modeling<br>77 South Broadway<br>Lower Level<br>Aurora, Illinois 60504<br>JoAnne Salerno, Owner | Resident<br>Self-Improvement |
| John E. Reid and Associates<br>600 South Michigan Avenue<br>Chicago, Illinois 60605<br>John E. Reid, President | Resident<br>Technical |

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| John Robert Powers School<br>27 East Monroe Street<br>Chicago, Illinois 60605<br>Robert J. Durkin, President | Resident<br>Self-Improvement |
| Kree Institute of Electrolysis<br>5 South Wabash<br>Chicago, Illinois 60603<br>Roberta Sample, Director | Resident<br>Health |
| Lady Elaine School of Fashion Arts, Inc.<br>2640 Golf Road<br>Glenview, Illinois 60025<br>Elaine Rifkin, President | Resident<br>Art |
| LaSalle Extension University<br>417 South Dearborn<br>Chicago, Illinois 60605<br>Charles B. Marshall, Director of Education | Home Study<br>Business,<br>General,<br>Vocational |
| Latin American Business Institute, Inc.<br>4753 North Broadway<br>Chicago, Illinois 60640<br>Berta Suarez, President | Resident<br>Business |
| Leadership Techniques Institute International<br>3050 John Hancock Center<br>Chicago, Illinois 60611<br>George J. McArdle, President | Resident<br>Self-Improvement |
| The Liberty School, Inc.<br>1111 West Park Street<br>Libertyville, Illinois 60048<br>Roy C. Anderson, President | Home Study |
| Lincoln Service, Inc.<br>2211 Braodway<br>Pekin, Illinois 61554<br>Richard V. Barnes, President | Home Study<br>Civil Service Preparation |

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| Lockyear Forum<br>809 North Main<br>Evansville, Indiana 47711<br>Charles Hammond, Director | Resident<br>Self-Improvement |
| Marine Power Institute<br>817 Southwest Adams Street<br>Peoria, Illinois 61602<br>James L. Fletcher, President | Resident<br>Trade |
| Marion Adult Education and Career Training Center, Inc.<br>128 South Paulina Street<br>Chicago, Illinois 60612<br>Celious Henderson, President | Resident<br>Self-Improvement, Business Trade |
| Marycrest College<br>185 North St. Joseph Avenue<br>Kankakee, Illinois 60901<br>Jessie W. Thiel, Vice President | Resident<br>Business |
| Master School of Technology<br>2148 North 36th Street<br>Quincy, Illinois 62301<br>Paul H. Mast, President | Resident<br>Trade |
| Merle Language School<br>1640 South Blue Island<br>Chicago, Illinois 60608<br>Marlys Zaleski, Owner | Resident<br>Self-Improvement |
| Metropolitan School of Business<br>5840 North Lincoln Avenue<br>Chicago, Illinois 60645<br>Henry Petryk, President | Resident<br>Business |
| Metropolitan School of Tailoring<br>128 South Paulina Street<br>Chicago, Illinois 60612<br>Celious Henderson, Manager | Resident<br>Trade |
| Mid-America School of Data Preparation<br>5 South Wabash Avenue<br>Chicago, Illinois 60603<br>Perry Ring, President | Resident<br>Business |

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| Midstate College<br>238 Southwest Jefferson<br>Peoria, Illinois 61602<br>R. Dale Bunch | Resident<br>Business |
| Midwest Success Training Associates<br>1307 South Wabash Avenue<br>Chicago, Illinois 60605<br>William G. Kruse, Director | Resident<br>Self-Improvement |
| Midwest Vocational Center<br>662 East Cerro Gordo<br>Decatur, Illinois 62523<br>Richard Closs, President | Resident<br>Trade |
| Midwestern Broadcasting School, Inc.<br>228 South Wabash Avenue<br>Chicago, Illinois 60604<br>Fred H. Robbins, Director | Resident<br>Trade |
| Mildred Louise Business College<br>3116 Bond Avenue<br>East St. Louis, Illinois 62207<br>Mildred L. Sammons, President | Resident<br>Business |
| Moch Upholstering School<br>1001 Ohio Street<br>Quincy, Illinois 62301<br>Peter J. Moch, Director | Resident<br>Trade |
| Moser School<br>P.O. Box 289<br>Carthage, Illinois<br>Heather Wayman, Director | Resident<br>Business |
| Moser School<br>430 North Michigan Avenue<br>Chicago, Illinois 60611<br>Larry Hayes, Director | Resident<br>Business |
| Motel Management Institute<br>333 North Michigan Avenue<br>Chicago, Illinois 60601<br>Daniel E. Mance, Director | Home Study |

Motorola Training Institute
1301 Algonquin Road
Schaumburg, Illinois 60172
Robert E. Siska, Educational Director
Home Study

National Academy of Broadcasting
232 South West Jefferson
Peoria, Illinois 61602
Tom Murphy, Director
Resident
Technical

National Baking School
555 East Lange Street
Mundelein, Illinois 60060
D. O. Bolander, Director
Home Study

National Board for Adult Education
900 South Wabash Avenue
Chicago, Illinois 60605
E. J. Oliver, President
Edward Gallagher, Director
Resident
Self-Improvement

National Photo Coloring School
555 East Lange Street
Mundelein, Illinois 60060
D. O. Bolander, Director
Home Study
Art

National School of Dress Design
555 East Lange Street
Mundelein, Illinois 60060
D. O. Bolander, Director
Home Study
Art

National School of Interior Decoration
555 East Lange Street
Mundelein, Illinois 60060
D. O. Bolander, Director
Home Study
Art

New York School of Dog Grooming, Inc.
6174 North Northwest Highway
Chicago, Illinois 60631
Donald W. Doessel, Director
Resident
Trade

North American Institute of Police Science
11 South LaSalle Street
Suite 1209
Chicago, Illinois 60602
Paul D. Newey, Director
Home Study

Northwest Employment Development Corp.
923 North Wolcott Street
Chicago, Illinois 60622
Alfonso Castillon, Director
Resident
Self-Improvement

Northwestern Business College
2405 West Armitage Avenue
Chicago, Illinois 60647
Violet Schumacher, Director
Resident
Business

Omega Services
333 East Ontario Street
Chicago, Illinois 60611
James Ehrhart, Educational Director
Resident
Technical

Operation Uplift, Inc.
104 South 5th Street
Maywood, Illinois 60153
George E. Stone, Executive Director
Resident
Business

Patricia Ray Charm & Modeling School
975 Aurora Avenue
Aurora, Illinois 60504
Patricia Ray, Owner
Resident
Self-Improvement

Patricia Stevens Career College
115 North Marion Street
Oak Park, Illinois 60301
Lillian Gholson, Director
Resident
Self-Improvement

IMM, Inc., d/b/a Patricia Stevens Career College and Finishing School
112 West Randolph Street
Chicago, Illinois 60601
Edward Grant, Director
Resident
Self-Improvement

Peat, Marwick, Mitchell and Company
111 West Monroe Street
Chicago, Illinois 60603
Raymond Stawarz, Supervisor
Home Study
Insurance Accounting

Resident
Self-Improvement
Academy
2200 East Devon Avenue
Des Plaines, Illinois 60018
Jay Stroden, Co-Administrator

Printing Industries Institute
11 East Hubbard Street
Chicago, Illinois 60611
Oran I. Brown, Director of Education
Resident
Trade

Professional Bartending School
407 South Dearborn Street
Chicago, Illinois 60601
John Tiano, Director
Resident
Trade

Quincy Technical Schools, Inc.
501 North Third
Quincy, Illinois 62301
W. G. Dubuque, President
Resident
Trade & Technical

Ray-Vogue Schools, Inc.
750 North Michigan Avenue
Chicago, Illinois 60611
William F. Ray, Assistant Director
Resident
Art

R.E.T.S. Electronics School
111 1/2 - 18th Street
Rock Island, Illinois 61201
Gary Sanders, Director
Resident
Trade &
Technical

Real Estate Education Corporation
500 North Dearborn
Chicago, Illinois 60610
Robert M. Kyle, Administrative Director
Resident &
Home Study
Technical

Real Estate School of Illinois
30 West Washington Street
Chicago, Illinois 60602
John M. Fay, Director
Resident
Technical

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| Red Carpet Enterprises, Inc.<br>106 East McClure<br>Peoria, Illinois 61603<br>Lloyd Schumacher, Director | Resident<br>Self-Improvement |
| Republic Education Institutes<br>11410 Avenue "O"<br>Chicago, Illinois 60617<br>Paul J. Haller, Center Manager | Resident |
| Rockford Business College<br>319 West Jefferson Street<br>Rockford, Illinois 61101<br>Thomas Pease, Academic Dean | Resident<br>Business |
| Rock Island Technical School<br>202 West Second Street<br>Milan, Illinois 61264<br>Harold Krause, President | Resident<br>Technical |
| Rockley Research Academy, Inc.<br>2700 Green Avenue<br>Elk Grove Village, Illinois 60007<br>Graham C. Rockley, Director | Resident<br>Business & Self-Improvement |
| Sawyer College of Business<br>130 North Marion Street<br>Oak Park, Illinois 60301<br>Erwin Kranberg, Director | Resident<br>Business |
| Sawyer College of Business<br>210 North Genesee Street<br>Waukegan, Illinois 60085<br>Richard H. Otto, Director | Resident<br>Business |
| School of Audio-Otometry<br>5245 West Diversey Avenue<br>Chicago, Illinois 60639<br>Sidney Samole, President | Resident & Home Study<br>Trade |
| Scientific Educators<br>36 South Wabash<br>Chicago, Illinois 60603<br>Timothy Burgess, President | Resident<br>Self-Improvement |

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| Securities Seminars & Services, Inc.<br>Howett Building<br>Greenviewp Illinois 62642<br>Vernon Wetter, President | Resident<br>Self-improvement |
| Shooting Preserve Management Training<br>Nilo Farms<br>R.R. #1<br>Brighton, Illinois 62012<br>E. L. Kozicky, Director | Resident<br>Trade |
| Southwest School of Business<br>8030 South Kedzie Avenue<br>Chicago, Illinois 60652<br>Joseph Nichols, President | Resident<br>Business |
| Spanish American Commercial School<br>1579 North Milwaukee Avenue<br>Chicago, Illinois 60622<br>Maria Luz Diaz, Director | Resident<br>Business |
| Spanish American Needle Trade School<br>1579 North Milwaukee Avenue<br>Chicago, Illinois 60622<br>Maria Luz Diaz, Director | Resident<br>Trade |
| Sparks College<br>131 South Morgan<br>Shelbyville, Illinois 62525<br>Roger Sparks, President | Resident<br>Business |
| Stock Market Institute, Inc.<br>808 Busse Highway<br>Park Ridge, Illinois 60068<br>Lloyd I Andrews, President | Home Study<br>Business |
| Stuart-Rodgers School of Photography<br>2504 Green Bay Road<br>Evanston, Illinois 60201<br>Jonathan B. Rodgers, Director of Education | Resident<br>Art |

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| Suburban Keypunch School<br>907 North Elm Street<br>Hinsdale, Illinois 60521<br>Gary E. Stowell, Director | Resident<br>Business |
| Suburban Keypunch Service School, Inc.<br>2930 River Road<br>River Grove, Illinois 60171<br>Cecilia M. Jaeger, Director | Resident<br>Business |
| Sullivan Language Schools, Inc.<br>303 East Ohio Street<br>Chicago, Illinois 60611<br>Suzanne Cozzini, Director | Resident<br>Self-Improvement |
| Sullivan Language Schools<br>4849 West Golf Road<br>Skokie, Illinois 60076<br>Judy Erickson, Director | Resident<br>Self-Improvement |
| Sun Electric Corporation<br>Harlem & Avondale<br>Chicago, Illinois 60631<br>R. C. Heidrich, School Director | Resident<br>Trade |
| Superior School of Auctioneering<br>2780 1/2 North Main Street<br>Decatur, Illinois 62523<br>Hugh James, President | Resident<br>Technical |
| Universal Career College<br>324 Southwest Adams<br>Peoria, Illinois 61602<br>Otto Mackert, President | Resident<br>Business |
| Universal Career College<br>412 South Fifth Street<br>Springfield, Illinois 62701<br>Olga Weidner, Director | Resident<br>Business |
| Waukegan Business College<br>307 Washington Street<br>Waukegan, Illinois 60085<br>Donald T. Mead, Director | Resident<br>Business |

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| Wayne School<br>417 South Dearborn<br>Chicago, Illinois 60605<br>Benson R. Bieley, Chief Operating Officer | Home Study<br>High School & Vocational |
| Worth Data Processing<br>11350 South Harlem<br>Worth, Illinois 60482<br>Roberta Engberg, Owner | Resident<br>Business |
| Zinser Training Center<br>79 West Monroe Street<br>Chicago, Illinois 60603<br>Anne V. Zinser, Owner | Resident<br>Self-Improvement |

# Directory of Out-of-State Private Business, Vocational and Self-Improvement Schools

American Automation Training Centers
3435 Broadway
Kansas City, Missouri 64111
Robert Streeter, Director of Training

American Institute of Commerce
617 Brady Street
Davenport, Iowa 52803
James Edwards, Manager

American Motel School, Inc.
105 West Campbell Avenue, Southwest
Roanoke, Virginia 24001
Price H. Hurst, Jr., President

American School of Heavy Equipment
P.O. Box 276
Morristown, Indiana 46161
Richard A. Carlton, President

Art Instruction School
500 South Fourth Street
Minneapolis, Minnesota 55415
Roy O. Stuart, President

Associated Schools, Inc.
9999 Northeast Second Avenue
Miami, Florida 33139
J. J. Miles, President

Associated Schools of Texas, Inc.
Highway 75 South
Buffalo, Texas 75831
Robert Erdmann, Administrative Director

Atlantic School
2020 Grand Avenue
Kansas City, Missouri 64108
Jack Davis, President

Automation Machine Training Center, Inc.
611 West 39th Street
Kansas City, Missouri 64111
Emmett R. Davis, President

Bailey Technical School
1645 South Grand Boulevard
St. Louis, Missouri 63104
Donald Powel, Director

Basic Institute of Technology
1930 South Vandeventer Avenue
St. Louis, Missouri 63110
A. J. Zoeller, President

Bill Wade School of Radio and Television
645 Ash Street
San Diego, California 92101
Gerald B. Bassman, Administrative Director

Brentwood Business College
8704 Manchester Road
Brentwood, Missouri 63144
Henry Kemp, President

Brown's Business and Secretarial School
232 South Meramec
Clayton, Missouri 63105
Donald Cushing, Director

Capitol Radio Engineering Institute
3939 Wisconsin Avenue, Northwest
Washington, D.C. 20016
Roy W. Poe, President

Career Academy
825 North Jefferson Street
Milwaukee, Wisconsin 53202
Robert Marks, Director

Career Academy
2233 Wisconsin Avenue, Northwest
Washington, D.C. 20007
Rudolph Ruzich, Administrator

Cattle Buyers, Inc.
4420 Madison
Kansas City, Missouri 64111
Robert G. Bryant, Director

Central Institute of Technology
1644 Wyandotte Street
Kansas City, Missouri 64108
C. L. Foster, President

Cleveland Institute of Electronics
1776 East 17th Street
Cleveland, Ohio 44114
G. O. Allen, Director

Computer College of Technology
800 - 71st Street
Miami Beach, Florida 33141
Joseph Janson, Secretary-Treasurer

Computer Systems Institute
818 Olive Street
Suite 560
St. Louis, Missouri 63101
Catherine Phee, Director of Education

Control Data Institute
3694 West Pine Boulevard
St. Louis, Missouri 63108
Conley Bowman, Director

Denver Automotive and Diesel College
460 South Lipan
Denver, Colorado 80223
Melvin E. Jones, President

DeVry Institute of Technology
333 West Indian School Road
Phoenix, Arizona 85013
D. Walls, Director

DeVry Institute of Technology
1330 West Peachtree Avenue
Atlanta, Georgia 30309
Kenneth Breeden, Director

DeVry Technical Institute
2343 Morris Avenue
Union, New Jersey 07083
Richard Walters, Director

DeVry Institute of Technology
5353 Maple Avenue
Dallas, Texas 75235
Carl Oswald, Director

Draughon's Business College
218 North Fifth Street
Paducah, Kentucky 42001
John Robinson, Director

Elba Systems Corporation
5909 East 38th Avenue
Denver, Colorado 80207
L. E. Barrett, President

Elkhart Institute of Technology
324 South Main Street
Elkhart, Indiana 46514
J. Richard Miller, Director

Elkins Institute in St. Louis, Inc.
5841 Chippewa Avenue
St. Louis, Missouri 63109
Robert Copenhaver, Director

Gale Institute, Inc.
3006 Winnepin Avenue
Minneapolis, Minnesota 55408
James A. Lushine, General Manager

General Training Service, Inc.
1411 Newbridge Road
North Bellmore, New York 41710
Dr. Sol Zweibach, Director of Education

Gradwohl School of Laboratory Technique, Inc.
3514 Lucas Avenue
St. Louis, Missouri 63103
Addine Erskine, President

Herzing Institutes
174 West Wisconsin Avenue
Milwaukee, Wisconsin 53203
Dale Hoffman, Director

Hickey School
6710 Clayton Road
St. Louis, Missouri 63117
Phillip H. Roush, Director

Humboldt Institute
2201 Blaisdell Avenue
Minneapolis, Minnesota 55404
Al Rubinger, Administrator

Insurance Adjusters Schools, Inc.
1901 Northwest Seventh Street
Miami, Florida 33125
E. McSwiggan, Executive Vice President

ITT Technical Institute
11 South Lincoln Park Drive
Evansville, Indiana 47714
Charles J. Carey, Center Director

ITT Technical Institute
1720 East 38th Street
Indianapolis, Indiana 46218
Lawrence Dreiband, Director

ITT Technical Institute
Interstate Industrial Park
1415 Profit Drive
Fort Wayne, Indiana 46808
Melvin L. Tull, Director

Jetma Technical Institute
103 South Airport Boulevard
South San Francisco, California 94101
Ed Pierce, Director

Lafayette Academy, Inc.
984 Charles Street
North Providence, Rhode Island 02904
Ronald F. Crepeau-Cross, Executive Vice President

Lewis Hotel-Motel School
2301 Pennsylvania Avenue, Northwest
Washington, D.C. 20037
Joseph Maher, School Administrator

Lincoln Extension Institute, Inc.
1401 West 75th Street
Cleveland, Ohio 44102
Louis S. Vosburgh, Chief Executive Officer

Lincoln Technical Institute
1201 Stadium Drive
Indianapolis, Indiana 46202
J. L. Fullington, Director

Lincoln Technical Institute
1326 Walnut Street
Des Moines, Iowa 50309
Jack J. Davis, Director

Madison Business College
215 West Washington Avenue

Madison, Wisconsin 53703
Joseph A. Kautz, Dean of Instruction

Manpower Business Training Institute
105 North Seventh Street
St. Louis, Missouri 63101
Russell L. Carriker, Director

Massey Technical Institute, Inc.
148 East Seventh Street
Jackson, Florida 33206
Castle A. Barringer, Jr., Director

Midwest Automotive Institute, Inc.
13400 South 71 Highway
Grandview, Missouri 64030
Glen Richards, Director

Missouri School for Doctors' Assistants and Technicians
10121 Manchester Road
Warson Woods, Missouri 63122
Susan Day, Administrative Director

Missouri Technical School
3840 Washington Avenue
St. Louis, Missouri 63113
Richard Scharlott, Jerrry Finley, Co,Directors

National Meat Packers Training, Inc.
3435 Broadway
Kansas City, Missouri 64111
Ralph G. Denny, President

North American School of Accounting
4401 Birch Street
Newport Beach, California 92663
Maurice Sherman, President

North American School of Conservation
4401 Birch Street
Newport Beach, California 92663
Maurice Sherman, President

North American School of
Drafting
4401 Birch Street
Newport Beach, California
92663
Maurice Sherman, President

North American School of
Hotel/Motel Management
4401 Birch Street
Newport Beach, California
92663
Maurice Sherman, President

North American School of
Surveying and Mapping
4401 Birch Street
Newport Beach, California
92663
Maurice Sherman, President

North American School of
Travel
4401 Birch Street
Newport Beach, California
92663
Maurice Sherman, President

Northwest Schools
1221 Northwest 21st Avenue
Portland, Oregon 97209
W. A. Sawyer, President

Ohio Institute of Technology
886 Sunbury Street
Columbus, Ohio 43219
Richard Czerniak, Director

Palmer Writers School, Inc.
500 South Fourth Street
Minneapolis, Minnesota 55415
Roy O. Stuart, President

Patricia Stevens Career College
1139 Olive Street
St. Louis, Missouri 63101
John F. Klute, President

Professional Business Institute
1402 West Lake Street
Minneapolis, Minnesota 55408
Mrs. L. L. Troup, Director

The David Ranken Technical
Institute
4431 Finney Avenue
St. Louis Missouri 63113
Robert L. Garrett, Acting
Director

Rickay Careers, Inc.
2433 North Mayfair Road
Milwaukee, Wisconsin 53226
Jack Bergin, Director of
Education

Sanford-Brown College of
Business
4100 Ashby Road
St. Anne, Missouri 63074
Floyd Gassaway, Director

Spartan School of Aeronautics
8820 East Pine Street
Tulsa, Oklahoma 74151
LeRoy H. Broesder, Director of
Admissions

St. Louis Tech
4144 Cypress Road
St. Ann, Missouri 63074
Donald Compton, Director

Technical Education Corporation
5701 Waterman Avenue
St. Louis, Missouri 63112
Donn S. Streiler, Director

United Electronics Institute
3947 Park Drive
Louisville, Kentucky 40216
O. S. Hammer, Executive Vice President

United Electronics Institute
2005 Swift Street
Kansas City, Missouri 64116
Charles H. Stagner, Director

United Electronics Institute
1101 Fifth Street
Des Moines, Iowa 50265
O. S. Hammer, Director

United Systems, Inc.
1600 Oliver Avenue
Indianapolis, Indiana 46221
Robert Heady, Executive Vice President

United Technical Institue
135 West Wells Street
Milwaukee, Wisconsin 53203
Irving Fels,
School Administrator

Universal Airlines Personnel Schools, Inc.
1901 Northwest Seventh Street
Miami, Florida 33125
Mrs. Toni Wakes, Director

Universal Heavy Construction Schools, Inc.
1901 Northwest Seventh Street
Miami, Florida 33125
Charles L. Craig, Director

Universal Motel Schools, Inc.
1901 Northwest Seventh Street
Miami, Florida 33125
William Boruff, Director

Universal Technical Institute
902 Capitol Avenue
Omaha, Nebraska 68102
Ivan Abdouch, Director

Universal Truck Driver Schools, Inc.
1901 Northwest Seventh Street
Miami, Florida 33125
Charles L. Craig, Chief of Operations

Vocational Training Center
5027 Columbia Avenue
St. Louis, Missouri 63139
Marshall Lasky, Director

Washington School of Art
145 Main Street
Port Washington, New York 11050
Jan Dolph, Director

Weaver Airline Personnel School
3521 Broadway
Kansas City, Missouri 64111
H. V. Weaver, President

Weaver Hotel-Motel School
3521 Broadway
Kansas City, Missouri 64111
Norma Lou Bridges, Director of Education

## Directory of Approved Illinois Schools of Beauty Culture

Academy of Beauty Culture
5400 West Main Street
Belleville, Illinois 62223

Alberto's Institute of Cos.
100 South Longwood Street
Rockford, Illinois 61108

Alexander's Beauty School
1340 South Pulaski Road
Chicago, Illinois 60623

Alla Mae's School of B. C.
620 North Collins Street
Joliet, Illinois 60432

American School of B. C., Inc.
20 East Jackson Blvd., 13th Flr.
Chicago, Illinois 60604

Apex Beauty College
412 E. 47th Street
Chicago, Illinois 60653

Apollo School of B. C.
8000 S. Kedzie Avenue
Chicago, Illinois 60628

Arnetta's Beauty College
6732 S. Halsted Street
Chicago, Illinois 60621

Arrow Beauty School
1213 N. Milwaukee Avenue
Chicago, Illinois 60622

Beau Monde School of B. C.
309 S. Neil Street
Champaign, Illinois 61820

Blue Island School of B. C.
12761-63 S. Western Avenue
Blue Island, Illinois 60406

Broadway Beauty School
665 West Broadway Avenue
Bradley, Illinois 60915

Cameo School of B. C.
9714 S. Cicero Avenue
Oak Lawn, Illinois 60453

Capri School of B. C., Inc.
2653 West 63rd Street
Chicago, Illinois 60629

Capri-Ashburn Sch. of B. C.
3728 West 79th Street
Chicago, Illinois 60652

Capri-Beverly Hills School
of Beauty Culture
9905 S. Western Avenue
Chicago, Illinois 60643

Capri-Garfield Ridge School
of Beauty Culture, Inc.
6388 West Archer Avenue
Chicago, Illinois 60638

Carl Sandberg College
Department of Cos.
234 E. Main Street
Galesburg, Illinois 61401

Cele Whan Aca. of Beauty, Inc.
1623 - 11th Street
Rock Island, Illinois 61201

Central Illinois Sch. of B. C.
401 Henry Street
Alton, Illinois 62002

Centralia School of Cos.
105 E. Broadway Street
Centralia, Illinois 62801

Champaign Beauty School
209 North Neil Street
Champaign, Illinois 61820

Charm Beauty School
257 E. Court Street
Kankakee, Illinois 60901

Chicago School of B. C.
111 South Marion Street
Oak Park, Illinois 60301

Chrysler Academy of B. C.
138 E. Prairie Street
Decatur, Illinois 62523

Chrysler Academy of B. C.
206 West Market Street
Taylorville, Illinois 62568

Couiffure School of B. C.
402 E. Main Street
Belleville, Illinois 62220

Colborn's Aca. of B. C., Inc.
427 Market Street
Mt. Carmel, Illinois 62863

Continental Academy of B. C.
660 Villa Street
Elgin, Illinois 60120

Continentale Beauty Sch., LTD.
7645 West Belmont Avenue
Elmwood Park, Illinois 60635

Danville Beauty School
121 1/2 N. Vermilion Street
Danville, Illinois 61832

Debbie's School of B. C.
4201 West Madison Street
Chicago, Illinois 60624

DeKalb School of B. C., Inc.
558 E. Lincoln Hwy., 1st Flr.
DeKalb, Illinois 60115

Don Roberts Beauty School
3147-49 West 95th Street
Evergreen Park, Illinois 60642

Don Roberts Beauty School
548 Burnham Avenue
Calumet City, Illinois 60409

#2 Don Roberts Beauty School, Inc.
3031 West Lincoln Road
McHenry, Illinois 60050

D'Or Beauty College
2419 West Lawrence Avenue
Chicago, Illinois 60625

Doree School of B. C.
44 West 14th Street
Lincolnway Bldg.
Chicago Heights, Illinois 60411

Dorothy Chrysler School of B. C.
221 West Jefferson Street
Effingham, Illinois 62401

Dunbar Voc. High, B. C. Div.
3000 S. Dr. Martin Luther King Drive
Chicago, Illinois 60616

Dwight Beauty School
Boc "C"
Dwight, Illinois 60420

Elgin School of B. C.
117 West Chicago Street
Elgin, Illinois 60120

Eugenie Bauerle School of B. C.
10 North Clark Street
Chicago, Illinois 60602

Flamingo Beauty College
625 North Main Street
Bloomington, Illinois 61701

Flamingo Beauty College
220 S. Main Street
Jacksonville, Illinois 62650

Flamingo Beauty College
505-07 Broadway Street
Lincoln, Illinois 62656

Flamingo Beauty College
310-12 Liberty Street
Peoria, Illinois 61602

Flamingo Beauty College
2332 S. MacArthur Blvd.
Springfield, Illinois 62704

Ford City School of B. C.
7601 S. Cicero Avenue
Chicago, Illinois 60652

Fox Valley B. C. Academy
35-37 W. Galena Blvd.
Aurora, Illinois 60504

Granite City School of B. C.
1815 Edison Avenue
Granite City, Illinois 62040

Greta Deal School of B. C.
5248 North Clark Street
Chicago, Illinois 60640

Harrisburg School of B. C.
25 E. Poplar Street
Harrisburg, Illinois 62946

Harvey American Sch. of B. C.
121-23 E. 154th Street
Harvey, Illinois 60426

Heart of Mary School, of B. C.
1126 West Grace Street
Chicago, Illinois 60613

Henry School of B. C.
401 Edward St., 2nd Flr.
Henry, Illinois 61537

Hermon's Metro-East School
of Cos.
309 Collinsville Avenue
E. St. Louis, Illinois 62201

Hi-Fashio Beauty College
315 S. W. Jefferson Street
Peoria, Illinois 61602

Illinois Academy of B. C.
15 West Jackson Street
Joliet, Illinois 60435

Ippolito School of Cos.
2633-44 N. Harlem Avenue
Chicago, Illinois 60635

Ippolito West Lawn School
of Beauty Culture
4033 West 63rd Street
Chicago, Illinois 60629

John A. Logan College
Dept. of Cosmetology
Carterville, Illinois 62918

John & Louis Beauty School
15-17 N. Vail Street
Arlington Heights, Illinois 60005

John & Louis Beauty School
48 North Broadway Street
Aurora, Illinois 60504

Joliet School of B. C.
57 West Jefferson Street
Joliet, Illinois 60431

Joseph's School of Basic
Hair Fashions
1303 - 21st Street
Granite City, Illinois 62040

Kane County School of B. C.
Box 111
Geneva, Illinois 60134

Kay Jansen School of B. C.
219 Main Street
Edwardsville, Illinois 62025

Kitzmiller Beauty College
1812 East Broadway Street
Alton, Illinois 62002

La Grange School of Cos.
6 S. La Grange Road
La Grange, Illinois 60525

Lake Land College
Dept. of Cosmetology
3101 Cedar Avenue
Mattoon, Illinois 61938

La Molo School of B. C.
301 West Main Street
Freeport, Illinois 61032

La Salle School of B. C.
122 Wright Street
La Salle, Illinois 61301

Lena's Artistic B. College
1140 West 87th Street
Chicago, Illinois 60620

Leora's Beauty School
9216 S. Cottage Grove Avenue
Chicago, Illinois 60619

Liberty School of B. C.
316 Liberty Street
Peoria, Illinois 61602

Litchfield Beauty Academy
202 North State Street
Litchfield, Illinois 62049

Lydia Adams Beauty College
7705 S. Cottage Grove Avenue
Chicago, Illinois 60619

Macomb School of B. C.
108 S. LaFayette St., 2nd Flr.
Macomb, Illinois 61455

Marion College of B. C.
903 West Main Street
Marion, Illinois 62959

Mary Roberts School of B. C.
6053-57 West 63rd Street
Chicago, Illinois 60638

Mid-America B. C. Sch., Inc.
5506 West Belmont Avenue
Chicago, Illinois 60641

Mid-State Beauty School
3212 West 63rd Street
Chicago, Illinois 60619

Midwest School of Cos., Inc.
6742 West Cermak Road
Berwyn, Illinois 60402

Mildred's Beauty College
4141 West Madison Street
Chicago, Illinois 60624

Miss Ruth's Academy of B. C.
122 North Locust Street
Centralia, Illinois 62801

Mme. C. J. Walker Col. of B. C.
6352 S. Cottage Grove Avenue
Chicago, Illinois 60637

Modernistic Academy of B. C., Inc.
550 North Water Street
Decatur, Illinois 62523

Modernistic Academy of B. C.
209 1/2 E. University Avenue
Champaign, Illinois 61820

Modernistic School of B. C.
1025 West Jefferson Street
Springfield, Illinois 62702

Moline Beauty School
1413 Fifth Avenue
Moline, Illinois 61265

Mooseheart School
B. C. Division
Mooseheart, Illinois 60539

Morriss Academy of B. C.
4423 S. Dr. Martin L. King Drive
Chicago, Illinois 60653

Mr. Fred's School of B. C.
1617 North Pulaski Road
Chicago, Illinois 60639

Mr. John's School of B. C.
121 1@ North Water Street
Decatur, Illinois 62523

Mr. Robert House of B. C.
17 Park Blvd.
Villa Park, Illinois 60181

Mr. Robers Sch. of B. C., Inc.
924 Warren Avenue
Downers Grove, Illinois 60515

Mr. Simon School of B. C., Inc.
5603 West Cermak Road
Cicero, Illinois 60650

Mr. Tony School of B. C.
6440 West Cermak
Berwyn, Illinois 60402

Mt. Vernon School of B. C.
1120 Main Street
Mt. Vernon, Illinois 62864

Mueller School of B. C., Inc.
18 South Genesse Street
Waukegan, Illinois 60085

Murphysboro Beauty School
1328 Manning Street
Murphysboro, Illinois 62966

New Fashion School of Beauty Culture, Inc.
3304 N. Lincoln Avenue
Chicago, Illinois 60657

New Image Academy of
Beauty Culture, Inc.
3037 N. Lincoln Ave.
Chicago, Illinois 60657

Niles School of B. C., LTD.
8041 Milwaukee Avenue
Niles, Illinois 60648

Nola's School of B. C.
1707 Clifton Avenue
Rockford, Illinois 61102

Northwest American School
of B. C.
620 Lee Street
Des Plaines, Illinois 60016

Nu-Tek School of B. C.
7943 S. Dr. Martin L. King Drive
Chicago, Illinois 60619

Oak Park American School
of Beauty Culture
1127 Lake Street
Oak Park, Illinois 60301

Parigi School of B. C.
Bloom Twsp. Shopping Center
10th St. & Dixie Hgwy.
Chicago Heights, Illinois 60411

Pickard-Heim Beauty School
177 North State Street
Chicago, Illinois 60601

Pivot Point B. C. School
1791 Howard Street
Chicago, Illinois 60626

Poro College of B. C.
4508 S. Cottage Grove Avenue
Chicago, Illinois 60619

Quincy Beauty Academy, Inc.
119 North 6th Street
Quincy, Illinois 62301

Rend Lake College Sch. of B. C.
114 West Church Street
Benton, Illinois 62812

Richards Vocational School
B. C. Division
3037 S. Wallace Street
Chicago, Illinois 60616

Richland Academy of B. C.
1221 Broadway Ave., Box 614
Mattoon, Illinois 61938

Richland Academy of B. C.
601 1/2 S. Whittle Avenue
Olney, Illinois 62450

Ricky's School of B. C.
952 West Jefferson Street
Joliet, Illinois 60432

Riviera School of B. C.
6014 West North Avenue
Chicago, Illinois 60639

Rockford Beauty Aca., Inc.
307 West State Street
Rockford, Illinois 61101

Rock Island Beauty School
1909 Second Avenue
Rock Island, Illinois 61201

Roma School of B. C.
5751 S. Kedzie Avenue
Chicago, Illinois 60629

Ruby Seidel School of B. C.
245a Collinsville Avenue
E. St. Louis, Illinois 62201

Sadye's School of B. C.
524 E. 79th Street
Chicago, Illinois 60619

Scientific School of B. C.
2354 West Madison Street
Chicago, Illinois 60612

Scotia's School of B. C.
600 North 9th Street
E. St. Louis, Illinois 622201

Selan's System of B. C.
11451 S. Michigan Avenue
Chicago, Illinois 60628

Selan's System of B. C.
4066 Milwaukee Avenue
Chicago, Illinois 60641

Selan's System of B. C.
3120-24 West 63rd Street
Chicago, Illinois 60629

Selan's System of B. C.
32 North State Street
Chicago, Illinois 60602

Selan's System of B. C.
5701 West Belmont Street
Chicago, Illinois 60634

Selan's System of B. C.
7229 West Lake Street
River Forest, Illinois 60305

Skokie School of B. C., Inc.
9308 Skokie Blvd.
Skokie, Illinois 60076

South United School of B. C.
8800 S. Commercial Avenue
Chicago, Illinois 60617

Springfield School of B. C.
304 East Adams Street
Springfield, Illinois 62701

Stephen's Academy of B. C.
702-04 Lake Street
Peoria Heights, Illinois 61614

Sterling Cos. School, Inc.
1608 Fifth Avenue
Moline, Illinois 61265

Sterling School of B. C., Inc.
211 East 3rd Street
Sterling, Illinois 61081

Streator School of B. C.
102 West Main Street
Streator, Illinois 61364

Technique School of B. C.
222-24 West Court Street
Paris, Illinois 61944

Trend International Beauty Col.
324 West Main Street
Collinsville, Illinois 62234

Tricocis School of Cos.
112 West Park Avenue
Elmhurst, Illinois 60126

Unique Beauty School
3908 S. State St., 2nd Flr.
Chicago, Illinois 60609

University School of B. C.
417 1/2 North Main Street
Bloomington, Illinois 61701

Venus Beauty School, Inc.
4829 South Ashland Avenue
Chicago, Illinois 60609

Vogue Academy of B. C.
2800 North Milwaukee Avenue
Chicago, Illinois 60618

Warren's Academy of B. C.
7300 S. Halsted Street
Chicago, Illinois 60621

Waukegan School of Cos.
209 Madison Street
Waukegan, Illinois 60085

Young School of B. C.
136 E. Main Street
Galesburg, Illinois 61401

## Directory of Barber Schools Recognized by the Illinois Department of Registration and Education

Aurora Barber College
103 South LaSalle Street
Aurora, Illinois 60505

Belleville Barber College
329 North Illinois
Belleville, Illinois 62220

Champaign Barber College
309A South Neil Street
Champaign, Illinois 61820

Chicago Barber College
806 West Madison Street
Chicago, Illinois 60607

Central Illinois Barber College
566 North Water Street
Decatur, Illinois 62523

Eulien Barber College
252 1/2 East 35th Street
Chicago, Illinois 60616

Illinois Barber College
2940 South Wentworth Avenue
Chicago, Illinois 60616

Joliet Barber College
17 West Clinton
Joliet, Illinois 60431

Lincoln Barber Colleges,
Located at:

653 - 15th Avenue,
East Moline, Illinois 61244

522 - 7th Street,
Rockford, Illinois 61104

McCoy Barber College
2059 E. 79th Street
Chicago, Illinois 60617

Madison Barber College
427 - 17th Street
Rock Island, Illinois 61201

Metro Barber College
1230 North 13th Steet
East St. Louis, Illinois 62201

Midwest Barber College
4015 S. W. Adams Street
Peoria, Illinois 61605

Moler System of Barber Colleges
Office
One N. LaSalle Street,
Chicago, Ill. 60602

532 North Clark Street,
Chicago, Ill. 60610

738 North Clark Street.
Chicago, Ill. 60610

725 South State Street,
Chicago, Ill. 60605

1557 North Milwaukee Avenue
Chicago, Ill. 60622

National Barber College, Inc.
108-108 1/2 North Sixth Street
Springfield, Ill. 62701

New Way Barber College
1469 North Milwaukee
Chicago, Illinois 60622

Peoria Barber College
1315 Garden Street
Peoria, Illinois 61602

Rockford Barber College
509 West State Street
Rockford, Illinois 61101

Tyler Barber College
6531 Cottage Grove
Chicago, Illinois 60637

Weeden Barber College
1152 North Milwaukee Avenue
Chicago, Illinois 60622

## Directory of Commercial Truck and Driver Training Schools Approved and Licensed by the Office of the Secretary of State

*Indicates Schools also approved by the Office of the Superintendent of Public Instruction for the training of youth.

*A-1 Driving School
594 Fifth Avenue
Aurora, Illinois 60505
Robert Houghtby

A-AAAAAAABaaabley Training System,
American Driving School
3939 North Austin Boulevard
Chicago, Illinois 60634
Mildred H. Schnoor

*AA-AA School of Safe Driving
6304 North Milwaukee Avenue
Chicago, Illinois 60646
William Coglianese

*A-Abest Driver Training System
Sure Driving School, Inc.
3201 South Austin Boulevard
Cicero, Illinois 60650
James Bank

A-Abest Driver Training System
Sure Driving School Franchise #101, Inc.
3420 West 63rd Street
Chicago, Illinois 60629
Robert J. Murray

A-Abest Driver Training System
Sure Droving School Franchise #102, Inc.
122 West Calendar
La Grange, Illinois 60525
Vicky L. Newson

*A-Able Courtesy Driving School, Inc.
551 Milwaukee Avenue
Libertyville, Illinois 60048
Linda Memmler

*A-Adams School of Driving
6040 Dempster Street
Morton Grove, Illinois 60053
Walston E. Adams

*A.A.D.T.A. Driving School
200 East Broadway
Alton, Illinois 62002
Henry E. Maul

AADTA Driving School
Quad Cities, Inc.
404 - 4th Avenue
Moline, Illinois 61265
Don K. Clark

A-Allstate Driving School
4312 West Lawrence Avenue
Chicago, Illinois 60630
Steve LaGorio

Acapulco Driving School
1328 West 18th Street
Chicago, Illinois 60608
Victor Reyes

*A-Delta Driving School, Inc.
2150 South Ridgeland Avenue
Berwyn, Illinois 60402
G. Douglas Peppas

A-Dolton Driving School
609 East Sibley Boulevard
Dolton, Illinois 60419
Elaine M. Bresland

A Lake Shore Driving School
2565 West Montrose Avenue
Chicago, Illinois 60618
Kenneth R. Draws

Alfa Driving School
323 Lake Street
Maywood, Illinois 60153
Gerardo J. Ramirez

A-Master Driving School, Inc.
2763 North Sawyer Avenue
Chicago, Illinois 60647
George Breit

Amazonas Driving School
1519 West Foster Avenue
Chicago, Illinois 60640
Ruy Burbano

American European Driving School
4959 West Diversey
Chicago, Illinois 60639
Walter Cakic

American Truck Driving School
7750 South Cicero Avenue
Chicago, Illinois 60652
Richard K. Crane

*a-North Shore Driving School, Inc.
4935 West Foster Avenue
Chicago, Illinois 60630
Warren E. Rumsfield

Arco Driving School
854 North Damen Avenue
Chicago, Illinois 60622
Juan M. Mendez

*Arena Driving School, Inc.
1909 East 79th Street
Chicago, Illinois 60649
Andrew D. Jones

Skyway Driving School
1610 East 86th Place
Chicago, Illinois 60617
Luther E. Johnson

*Balda Driver Training School
1901 North Sheridan Road,
Suite B
Peoria, Illinois 61604
Frederick H. Sund

*Best School of Driving
224 Dundee Avenue
Elgin, Illinois 60120
William H. Best

*Beverly Driving School
9930 South Western Avenue
Chicago, Illinois 60643
Arthur J. Ruling

Borin Cuba Driving School
1323 North Western Avenue
Chicago, Illinois 60622
Emiliano Cruz

Borinquen Driving School
2735 West Division Street
Chicago, Illinois 60622
Carmen L. Reyes

Brainerd Driving School
7013 South Western Avenue
Chicago Illinois 60636
John J. Daly

*Capitol Driving School
116 Barlett Avenue
Bartlett, Illinois 60103
Lloyc C. Abbott

Caribbian Driving School
3435 North Sheffield
Chicago, Illinois 60657
Luis Rodriquez

Caribe Driving School
3323 West Armitage
Chicago, Illinois 60647
Maria E. Gonzalez

C.D.S. Central Driving Sch
1422 North Ashland Avenue
Chicago, Illinois 60622
David Varas

*Community Driving School
5757 West 95th Street
Oak Lawn, Illinois 60453
Rodger McGinn

Concord Driving School
3023 West; Irving Park Road
Chicago, Illinois 60618
Andrija Kale

*Cosmopolitan Driver Training School
5124 West Sunnyside Avenue
Chicago, Illinois 60630
Stanley D. Jaworski

Crown Driving School, Inc.
2032 East 79th Street
Chicago, Illinois 60649
Leroy Blue

Cxba-Mex Driving School
4459 North Broadway
Chicago, Illinois 60640
Juan A. Rodriguez

*Drive-Right School of Driving
129 North Main, Room 203
Rockford, Illinois 61101
Brendant T. Blackler

*Easy Method Driving School, Inc.
5300 North Milwaukee Avenue
Chicago, Illinois 60630
William A. La Pietra

Easy Way Driving School
5243 1/2 West 25th Street
Cicero, Illinois 60650
Charles L. Minnick

El-Ray Driving School
4127 South Richmond
Chicago, Illinois 60532
Eldon B. Winget

Esquire Driving School
2344 West 97th Street
Chicago, Illinois 60643
William E. Tracy

*Evanston DRIVING School
1402 Ashland Avenue
Evanston, Illinois 60201
Fred H. Hunter

Evergreen Driving School
3001 West 87th Street
Evergreen Park, Illinois 60642
Kathleen M. McMahon

Fields Academy of Driving
45 East 47th Street
Chicago, Illinois 60615
Deloris E. Fields

Greer Technical Institute
Frontage Road, I-55 & 113
Braidwood, Illinois 60408
John L. Dixon

Harmans Driving School
2950 West 59th Street
Chicago, Illinois 60629
Henry A. Jenzake

Highway Transportation Institute
P.O. Box 607-E. Main Street
Huntley, Illinois 60142
Kenneth D. Lotsoff

Illinois Driving School
306 Insul Street
Pekin, Illinois 61554
Virgil Bozarth

Inter-American Driving School
2351 West North Avenue
Chicago, Illinois 60647
Angela Rivera

International Driving School
3934 West 31st Street
Chicago, Illinois 60623
Dionisio Brozan

Inter-State Driving School
8833 South Commercial
Chicago, Illinois 60619
Edwin Cruz

Jefferson Park Driving School
5936 West Gunnison
Chicago, Illinois 60630
Dorothy Kinczyk

*Jentzen Driving School, Inc.
5823 Irving Park Road
Chicago, Illinois 60634
Richard Jentzen

John Hancock School of Driving
1915 North Harlem
Chicago, Illinois 60635
Delores H. Freitag

LaMargarita Driving School
3250 North Halsted
Chicago, Illinois 60657
Margaret Hauad

Lares Driving School
4100 West Armitage
Chicago, Illinois 60639
William Segarra

*Learn-Fast Driving School
9316 Roberts Road
Hickory Hills, Illinois 60457
Joseph Marks

*Lemon Driving Ade Center
1360 West Station Street
Kankakee, Illinois 60901
Gerald Lemon

Martinez Driving School
2068 North Western
Chicago, Illinois 60647
Carlos E. Martinez

Metropolitan Driving School
119 East 107th Street
Chicago, Illinois 60628
George F. Hanekamp

Mexico Driving School
1151 West 18th Street
Chicago, Illinois 60608
Gladys Perez

*Michaels' Driving School, Inc.
106 East Lake Street
Addison, Illinois 60101
Joseph Welch

*Mid-America School of Driving
18107 Dixie Highway
Homewood, Illinois 60430
John L. Cleary

*Mid-West School of Driving, Inc.
3175 North Lincoln Avenue
Chicago, Illinois 60657
Jeanne Tusler

*MSH Driving School
903 Ridge Avenue
Rockford, Illinois 61103
Marshall S. Hungness

Mulholland Driving School
112 South Main Street
Decatur, Illinois 62523
Roger Mulholland

*National School of Safe Driving, Inc.
3002 North Laramie Avenue
Chicago, Illinois 60641
Benjamin C. Bogue

*Nation-Wide Driving Schools, Inc.
208 East St. Charles Road
Lombard, Illinois 60148
Spencer M. Lazar

Neutral Driving School
2209 West Montrose Avenue
Chicago, Illinois 60618
Adam Keinrad

Pan American Driving School
1037 North Ashland
Chicago, Illinois 60622
Joe D. Hauad

*Pioneer Driving School, Inc.
5207 North Elston Avenue
Chicago, Illinois 60630
Sam Gordon

Puerto Rico Driving School
2549 West Fullerton
Chicago, Illinois 60647
Anibal Rodriguez

*Roma Driving School
5809 West Diversey Avenue
Chicago, Illinois 60639
Michelangelo Prato

*Safety Method Driving School
631 Howard Street
Evanston, Illinois 60202
Arthur J. Grinker

*Safeway Driving School, Inc.
7454 North Harlem Avenue
Chicago, Illinois 60648
Pierre Lamarre

St. Clair Driver Training School
7000 Old St. Louis Road
Belleville, Illinois 62223
Harry W. Harris

San Juan Driving School
2751 West Division Street
Chicago, Illinois 60622
Thomas E. Connelly

*Southwest Driving School
6935 West Archer Avenue
Chicago, Illinois 60638
Theodore S. Gryz

Star Driving School
2321 East 71st Street
Chicago, Illinois 60649
William Norman

Stuart Driving School
6038 West Irving Park Road
Chicago, Illinois 60634

The Hugh Major Truck Driver School
423 Southard Avenue
South Roxana, Illinois 62087
Hugh Major

Town & Country Driving School
19W269 Lake Street
Addison, Illinois 60101
Gerald L. Jacobs

Trainco, Inc.
53 West Jackson
Chicago, Illinois 60604
Monroe Sullivan

*United Driving School
264 East 162nd Street
South Holland, Illinois 60473
Richard J. Miksis

*Universal Driving Schools, Inc.
5241 North Harlem Avenue
Chicago, Illinois 60656
R. J. Regan

*Westlawn School of Safe Driving
8239 South Pulaski Road
Chicago, Illinois 60652
Jack H. West

Wilmette Driving School
840 Custer Street
Evanston, Illinois 60202
George W. Glennie

*Wilson Driving School, Inc.
5221 North Elston Avenue
Chicago, Illinois 60630
James Wilson

World Wide Driving Schools, Inc.
6146 West Higgins
Chicago, Illinois 60630
Patricia K. Regan

## Directory of Pilot Flight and Ground Schools

Approved and Certified by the Department of Transportation,
Federal Aviation Administration

(Code letters indicate scope of certification)

Schools Issued after June 22, 1972

The Len Scaduto Oak Lawn
Driving School
4957 West 95th Street
Oak Lawn, Illinois 60453
Len J. Scaduto

Gordon Driving School
118 1/2 East Main
West Frankfort, Illinois 62896
Gordon E. Herron

Buckford Driving School
678 North York Road
Elmhurst, Illinois 60126
George T. Muisenga

Athenian Driving School
4726 North Western Avenue
Chicago, Illinois 60625
Symeon Frangos

Addison Aviation
3N040 Route 53
Lombard, Ill. 60148
P(a), C(a), I(a), F(a)

Aeroflite, Inc.
Williamson County Airport
Marion, Illinois 62959
P(a), C(a), F(a), B, A

Aeronats Flying Club, Inc.
1400 Upper Cahokia Road
Hangar #2
Cahokia, Ill. 62206
P(a), C(a), I(a), F(a), B, A

A.F.T. Private Pilot Ground
School
5245 West 55th St., Room 300
Chicago, Illinois 60638
B

Aircraft Sales Corp.
Waukegan Memorial Airport
Waukegan, Ill. 60085
P(a), C(a), I(a) F(a), B, A ME

Airgo, Inc.
Southern Ill. Airport
Carbondale, Ill. 62901
P(a), C(a), I(a), F(a), B, A FR, ME

Air-Go
(John A. Dunn)
Lewis Lockport Airport
Lockport, Ill. 60441
P(a), C(a), F(a), B, A

American Eagle Aviation Service
Corp.
c/o Edward Bieg, Attorney
11 So. Lzsalle St.
Suite 1834
Chicago, Illinois 60603
P(h), C(h), F(h)

Anderson Flying Service
R.R. #2
Kewanee, Ill. 61443
P(a)

Aviation Limited, Inc.
Box 23
Rochelle, Ill. 61068
P(a), B, A

Aviation Trng. Enterprises, Inc.
Du Page County Airport
Planemaster's Hangar
West Chicago, Ill. 60185
C(a), I(a), F(a), B, A, AT, FR

Avn. Trng. Enterprises Inc.
5245 West 55th St.
Chicago, Ill. 60638
C(a), I(a), F(a), B, A, AT, FR

Avn. Trng. Enterprises, Inc.
10400 Higgins
Rosemont, Ill. 60018
I(a), B, A

Belleville Area College
2555 West Boulevard
Belleville, Ill. 62221
P(a), C(a), I(a), F(a), B, A

Bisch Airways, Inc.
Capital Airport
Springfield, Ill. 62707
P(a), C(a), F(a), B, A

Bi-State Aero Club
Bi-State Parks Airport
1400 Upper Cahokia Road
Cahokia, Ill. 62206
B, A,

Bi-State Aviation, Inc.
Decatur Municipal Airport
Decatur, Ill. 62525
P(a), C(a), I(a), F(a), B, A, FR, ME,
SE

Bresson Flying Service
(Robert & Raymond Bresson)
Bresson Airport
Compton, Ill. 61318
P(a), C(a), B, A

Byerly Aviation, Inc.
Greater Peoria Airport
Peoria, Ill. 61607
P(a), C(a), I(a), F(a), B, A

Cardinal Aircraft Serv., Inc.
P.O. Box 422
Grayslake, Ill. 60030
P(a), C(a), F(a), A

Chicago Academy of Flt., Inc.
5245 West 55th St.
Midway Airport
(American Airlines Hangar)
Chicago, Illinois 60638
P(a), B

Chicago Helicopter Airways, Inc.
5240 West 63rd St.
Chicago, Ill. 60638
P(h), C(h)

Chicagoland Arpt., Inc.
Box 147
Wheeling, Ill. 60090
P(a), C(a), I(a), F(a), B, A, FR, ME

Chi-Way Aviation Corp.
192nd and Burnham Ave.
Lansing, Ill. 60438
P(a), C(a), I(a), F(a), B, A

Clark Aviation, Inc.
Bloomington-Normal Airport
Bloomington, Ill. 61701
P(a), C(a), I(a), F(a), B, A, ME

Co-Air, Inc.
Coles County Airport
Mattoon, Ill. 61938
P(a), C(a), I(a), F(a), B, A, ME

A and D Aviation
(Elliott Flying Service, Inc. d/b/a)
Quad City Airport, Box 26
Moline, Ill. 61265
P(a), C(a), I(a), F(a), B, A, FR, AT, ME

Danville Junior College
2000 East Main Street
Danville, Ill. 61832
P(a), C(a), I(a), F(a), B, A, ME

Dixon Aviation, Inc.
Walgreen Field
Dixon, Ill. 61021
P(a), C(a), I(a), F(a), B, A, FR

Douglas Aviation
Warren E. Douglas d/b/a
Macomb Municipal Airport
Macomb, Ill. 61455
P(a), C(a), I(a), F(a), B, A

Dunn Air Service
John A. Dunn &
Delores N. Dunn d/b/a
Logan County Airport
Lincoln, Ill. 62656
P(a), C(a), I(a), F(a)

Du Page Aviation Corp.
Du Page County Airport
West Chicago, Ill. 60185
P(a) (h), C(a) (h), I(a), F(a), B, A, ME, RH

Executive Aircraft Maint. Corp.
P.O. Box 5
Crystal Lake, Ill. 60014
P(a), C(a), F(a), B, A

Frankfort Aviation Service, Inc.
Center Road
Frankfort, Ill. 60423
P(a), C(a), I(a), F(a), B, A, ME

Freeport Aviation
(John Reining)
RR #1
Freeport, Ill. 61032
P(a), C(a), I(a), F(a), B, A, ME

Galesburg Aviation
Peoria Avn., Inc. d/b/a
Galesburg Municipal Airport
R.R. #2
Galesburg, Ill. 61401
P(a), B

Galt Flying Service, Inc.
5113 Greenwood Road
Ringwood, Ill. 60072
P(a), C(a), I(a), F(a), B, A, ME

Greater Rockford Aviation, Inc.
72 Airport Drive
Rockford, Ill. 61109
P(a), C(a), I(a), F(a), B, A, ME

Hill Brothers Aviation, Inc.
Pekin Municipal Airport
R.R. #2
Pekin Ill. 61554
P(a), C(a), I(a), F(a), B, A, ME

Hinsdale Aviation, Inc.
Madison St. & Frontage Rd.
Hinsdale, Ill. 60521
P(a), C(a), I(a), F(a), B, A, FR, ME

Howell Flying Service
(Willis T. Howell)
13202 South Cicero Ave.
Midlothian, Ill. 60445
P(a) (h), C(a), I(a), F(a)

Illini Aviation, Inc.
Illini Airport
Urbana, Ill. 61801
P(a), C(a), I(a), F(a), B, A, AT, FR,
ME

Illinois State Toll
Highway Commission
East-West Tollway &
Midwest Road
Oak Brook, Ill. 60523
P(a) (h), C(a) (h), B, A

Jacksonville Flying Serv.
Carmen P. Burgard d/b/a
Municipal Airport
Jacksonville, Ill. 62650
P(a), C(a), I(a), F(a)

Kankakee School of
Aeronautics, Inc.
R.R. #1
Greater Kankakee Arpt.
Kankakee, Ill. 60901
P(a), C(a), I(a), F(a), B, A, FR, SE,
ME, AT

Knight, Jarvis Flt. School
Sandwich Airport
Box 66
Sandwich, Ill. 60548
P(a), C(a), F(a)

Koerner Aviation, Inc.
Route 1, Box 5
Kankakee Airport
Kankakee, Ill. 60901
P(a), C(a), I(a), F(a), B, A, ME

Lease A Plane Service
(Fidelity Properties, Inc.)
3000 Dundee Road
Northbrook, Ill. 60062
P(a), C(a), I(a), F(a), B, A, FR, ME

Lloyd Flying Service
Schaumburg Airport
West Irving Park Rd.
Roselle, Ill. 60172
P(a), C(a), I(a), F(a), B, A, FR, AT, ME

Mainline Aviation, Inc.
Joliet Municipal Airport
Joliet, Ill. 60435
P(a) (h), C(a) (h), I(a), F(a), B, A, FR, ME, RH

Mark Aero, Inc.
Greenville Airport
Greenville, Ill. 62246
P(a)

Miniature Air Corp.
4243 West 63rd St.
Chicago, Illinois, 60629
P(a), C(a), I(a), F(a), B, A

Monclair Aero-Service, Inc.
Columbia Airport
Columbia, Ill. 62236
P(a), B

Morrison Flying Service
Robert R. Morrison d/b/a
Monmouth Airport
Monmouth, Ill. 61462
P(a), C(a), F(a), A

Mt. Hawley Aviation, Inc.
1320 Bird Boulevard
Mt. Hawley Airport
Peoria, Ill. 61614
P(a), C(a), I(a), F(a), B, A, ME, SE, FR

Mt. Vernon Aviation Co.
Mt. Vernon-Outland Airport
Mt. Vernon, Ill. 62854
P(a), C(a), I(a), F(a), B, A

National Air, Inc.
5245 West 55th St.
Chicago, Ill. 60638
P(a), C(a), F(a)

North Chicago Community High School
1717 - 17th St.
North Chicago, Ill. 60064
B

O'Rourke Flying Service
(Robert J. O'Rourke)
Whiteside County Airport
Rock Falls, Ill. 61071
P(a), C(a), I(a), F(a), B, A

Parks College of Aeronautical Technology
St. Louis University
Cahokia, Ill. 62206
P(a), C(a), I(a), F(a), B, A, FR, ME, SE

Peterson Flt. School, Inc.
Greater Rockford Airport
Rockford, Ill. 61109
P(a) (h), C(a) (h), I(a), F(a), B, A, FR, FH, RH

Philko Aviation, Inc.
Route 1, Box 233A
Sugar Grove, Ill. 60554
P(a), C(a), I(a), F(a), B, A, FR, AT, ME

Planemasters, Inc.
Du Page County Airport
West Chicago, Ill. 60185
P(a)

Prairie State College
P.O. Box 487
Chicago Heights, Ill. 60411
B, A

Priester, George J.
Aviation Service
Pal-Waukee Airport
Wheeling, Ill. 60090
P(a), C(a), I(a), F(a), B, A, FR, AT
ME

Rock Valley College Flying
School
#1 Airport Circle Dr.
Rockford, Ill. 61109
P(a), C(a), I(a), F(a), B, A

Salem Air Service
Charles S. Wells, d/b/a
Salem Leckrone Airport
Salem, Ill. 62881
P(a), C(a), F(a), B, A

Sally's Flying School, Inc.
P.O. Box 114
Pal-Waukee Airport
Wheeling, Ill. 60090
P(a), C(a), F(a), B, A

Sandwich Airport, Inc.
P.O. Box 66
Sandwich, Ill. 60548
P(a), C(a), F(a)

Sanger, Paul Flying School
RR #2, Box 129
Monee, Ill. 60449
P(a), C(a), I(a), F(a), B, A

Sisk Aviation Activity, Inc.
1400 Upper Cahokia Road
East St. Louis, Ill. 62206
P(a), C(a), I(a), F(a), B, A, ME, AT
FR

Southwest College
City Colleges of Chicago
7500 South Pulaski Rd.
Chicago, Ill. 60652
B, A

Sparta Aviation, Inc.
Sparta Community Airport
Sparta, Ill. 62286
P(a), C(a), I(a), F(a), B, A, ME

Triangle Air Service, Inc.
Olney-Noble Airport
Olney, Illinois 62450
P(a), C(a)

Tufts-Edgcumbe, Inc.
P.O. Box 557
Elgin, Ill. 60120
P(a), C(a), I(a), F(a), A, FR, AT,
ME

Vercoa Air Service, Inc.
R.R. #3
Vermilion County Airport
Danville, Illinois 61832
P(a), C(a), I(a), F(a), B, A, AT, FR,
ME

Vince's Flying Service
(Vincent H. Block)
5115 Auburn St.
Rockford, Ill. 61103
P(a), C(a), I(a), F(a), B, A, ME

Wabash Flying Service, Inc.
Beckerman Airport
Mount Carmel, Ill. 62863
P(a), C(a), I(a), F(a)

Wagner's Aviation Service
R.R. #4
Morris Airport
Morris, Ill. 60450
P(a), C(a), B, A

Walston Aircraft Sales &
Service, Inc.
P.O. Box 360
East Alton, Ill. 62024
P(a), C(a), I(a), F(a), B, A, ME, FR,
AT, TR(DC-3)

W.L.S. Flying Service
Myrle J. Stinnett d/b/a
Litchfield Aiport
Litchfield, Ill. 62056
P(a), C(a), F(a), B, A

Code to be used with the Directory of Illinois Private Pilot Freight and Ground School approved by the Department of Transportation and Federal Aviation Administration:

**Pilot School Ratings:**

| | |
|---|---|
| P | Primary Flying School |
| C | Commercial Flying School |
| I | Instrument Flying School |
| F | Flight Instructor School |
| B | Basic Ground School |
| A | Advanced Ground School |

| | |
|---|---|
| (a) | Training conducted in land airplanes |
| (s) | Training conducted in seaplanes |
| (h) | Training conducted in helicopters |
| (g) | Training conducted in gliders |

**Special Pilot Training Courses:**

| | |
|---|---|
| AG | Agriculture Operator Course—Airplanes |
| AH | Airline Transport Pilot Course—Helicopter |
| AR | Agriculture Operator Course—Rotorcraft |
| AT | Airline Transport Pilot Course—Airplane |
| FH | Flight Instructor Additional Rating Course—Rotorcraft |
| FR | Flight Instructor Additional Rating Course—Instrument |
| GR | Glider Rating Course |
| ME | Multiengine Rating Course—Airplane |
| RA | Airplane Rating Course |
| RG | Gyrocopter Rating Course |
| RH | Helicopter Rating Course |
| RS | Seaplane Rating Course |
| SE | Single-Engine Rating Course—Airplane |
| TR | Type Rating Course—example TR(Lear-23) |
| XL | External Load Operator Course—Rotorcraft |